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ABSTRACT

The manual is intended as a guide for initiating outreach projects for families of handicapped children. The manual is organized in four parts, covering the following topics: (1) the general organization of a family outreach project; (2) the development, content, administration and scoring of the Family Interview Schedule designed to examine family environment processes; (3) implementation of a family information management system based on computerized analysis of responses to the Family Interview Schedule; and (4) the use of the interview and management system in developing family outreach programs. Extensive appendixes include sample memos and forms and sample family interview materials (including scoring materials and code book). (CL)

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A Training Manual for

IMPLEMENTING A SCHOOL-BASED FAMILY OUTREACH PROJECT:

ASSESSING THE NEEDS OF FAMILIES

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INTRODUCTION

This manual is intended for use by school systems that are interested in learning more about the families of children they seek to educate. It is a guide for initiating a family outreach project in order to involve parents more fully in the education of their children. It is a major premise of such an effort that meaningful involvement of families through school-based outreach can increase children's ability to benefit from educational programs. Traditionally, parent involvement has been limited to such things as membership in the Parent-Teacher Organization, attendance at parent-teacher conferences, and voluntary participation in various school projects. For children with special educational needs, parent involvement includes participation and review of individual educational programs, home visits for preschoolers (sometimes), and often, little else.

Unfortunately many parents do not have the skills to participate effectively in planning their child's educational program. Many roles in the parent-school relationship are inappropriate and inadequate forms of involvement for families who cannot provide the necessary supports for effective child development. Improving the meaningfulness of parent involvement through comprehensive assessment of the family is the goal of the family outreach project described in this manual.

The material contained in this manual is a procedure for use by schools to characterize the needs of families as they relate to children's development. The instruments described here comprise the data collection system used in a research investigation of family environmental influences on children's intellectual development, academic achievement, and affective characteristics. The goal of the research study is to illuminate key aspects of the family environment that influence children's development and suggest what areas of need could be addressed by family outreach programs. As these results become available, the present manual will undergo successive modifications toward the goal of being a complete guide to assessing the needs of families. The results of family needs assessment forms the basis for the development of individualized family outreach programs. By cooperating in efforts to meet the needs of the family, the school thereby supports and extends its educational programs, and the possibilities for preventing or minimizing the extent of children's learning and behavior problems are enhanced. In those cases where family needs cannot be met, the school has the basis for expanding or modifying it's programs to meet children's educational needs.

The manual itself is divided into 4 major parts. Part I describes the general organization of a family outreach project. Part II details the development, contents, administration, and scoring of the Family Interview Schedule. Part III presents a plan for beginning a Family Information Management System (FIMS) by coding the information obtained in the Family Interview Schedule for use by computer software. Part IV discusses the use of the Family Interview Schedule and FIMS for the development of family outreach programs. Throughout each part, every attempt has been made to provide the user with the materials needed to implement the project within the constraints of copyright laws. These materials are located in the Appendices.

PART I

Organizing the Family Outreach Project

Organization

It may be said that the success of a school-based family outreach project is greatly dependent upon the school system's commitment to involving families in the education of their children beyond the traditional forms of involvement, e.g., PTO, parent-teacher conferences, IEP meetings, etc. Initiation of such a project requires the commitment and support of the school board, principals and teachers, and other interested persons and organizations in the community, e.g., social service organizations. Once a commitment has been made, most often in the form of time and resources, the project can be initiated.

Orientation

An important first step in the project is to inform all involved persons about the scope and nature of the project. It is important to orient school personnel and community service agencies about the general aspects of the project, as well as highlight specific things that may be asked of them, such as participating themselves if they are parents of school-age children, or, for a community agency, offering information about their agency for inclusion in a local resource directory. An example of the memo sent to teachers about the family research study mentioned earlier appears in Appendix A. In addition, small and large group meetings that allow personal contact, questions, and discussion are also highly recommended.

Staffing.

Reorganization of current staff responsibilities and/or hiring new persons to conduct the project will be necessary. A school psychologist or school social worker is an excellent person to involve in such a project, perhaps in a limited liaison role. If a substantial number of families will be targeted for interviewing, one or more new staff members is advisable. Responsibilities for project coordination should also be assigned.

Regular staff meetings are important for a number of reasons. First, there will undoubtedly be many questions and situations that arise for interviewers. Open discussion will allow each staff member to learn from the experience of others. Staff time is also a good opportunity to develop a local resource directory or contribute to an existing one. Frequently, parents will ask questions about area resources that can be easily answered with correct, current information. Forms for compiling a local resource directory are presented in Appendix B.

PART II

The Family Interview Schedule

Development of the Family Interview Schedule was guided by the question, What aspects of the family environment have been associated with children's learning and behavior problems? In other words, what family environmental influences increase a child's risk for learning and behavior problems? What family influences dilute the effectiveness of educational interventions? And, thus, what aspects of the family environment can be addressed by individualized family outreach programs. By combining etiological models of childhood learning and behavior problems and their associated risk factors (epidemiological correlates), the framework for a family risk protocol was established.

Previous research, specifically the work by Garber and Heber at the University of Wisconsin-Madison, Ramey and Associates at the University of North Carolina, and Badger at the University of Cincinnati Medical School, used combinations of the following variables to indicate at-risk status of family functioning: 1) socioeconomic status, 2) maternal IQ, 3) quality of the home environment, 4) sibling functioning, 5) literacy, 6) number of children, 7) spacing of children, and 8) parental attitudes of hopelessness or negativism toward self and others. It has become increasingly clear, however that families who are homogeneously grouped according to characteristics generally described (e.g., socioeconomic status, family configuration, etc.) upon closer examination differ considerably in the types of physical, social, and psychological environments created in the home. Thus, the Family Interview Schedule encompasses both identified and hypothesized family risk variables.

The combination of instruments included in the Family Interview Schedule integrate clinical and standardized methods of measurement in order to gain a fuller understanding of family environmental processes. Instruments were chosen based on three criteria: 1) proven sensitivity to differences among families, 2) appropriateness of psychometric characteristics, and 3) feasibility for use in a school-based family outreach project, "feasibility" referring to instruments that could be used by school personnel (with minimal psychometric training), require minimal training for proper administration, and require a minimal amount of time to administer. Items from a variety of instruments were selected or adapted, and many parts of the Family Interview Schedule were developed for the family research investigation. In the following sections, an overview of the Family Interview Schedule and interviewing techniques will be presented. Each part of the Family Interview Schedule will then be described, along with specific "tips" for successfully completing each part. General scoring instructions are included for those parts of the Interview Schedule that yield scores.

Overview

The Family Interview Schedule was designed for individually interviewing up to 3 adults who are identified as "Mother/Mother Figure," "Father/Father Figure," and "Other Adult." The procedure established in the research investigation was to schedule the first home visit with the mother and at the home visit ask, "Who is the primary caregiver for the children living in this home? That is, who has the major responsibility for caring for the children?" The primary caregiver was given the entire Interview Schedule. As evidenced by the results of the research sample, still in the majority of families, the mother is the primary caregiver. Only one mother identified the father as the primary caregiver in the study sample, and in this case, the father completed the entire Interview Schedule.

The second question asked in the first interview was, "Is there a secondary caregiver of significance, (more than occasionally good care by a sibling, housekeeper, sitter, etc.)? That is, is there someone who truly shares responsibility for caring for the children? If the Father/Father Figure is indicated here or in the third question, which asks the presence or absence of a Father/Father Figure, he is asked to participate in a reduced Interview Schedule (outlined on p. 7 of the Family Interview Booklet). If some "Other Adult" is indicated as a secondary caregiver, he/she is asked to participate in the reduced Interview Schedule. No Father/Father Figure or Other Adult was asked to participate in the research project if he/she did not live in the home.

In order to complete the entire Family Interview Schedule, an interviewer will need all of the following items:

.Family Interview Booklet (Appendix C)
.Parent Answer Booklet (Appendix D)
.Family and Friends Picture Card (Appendix E)
.Cue Cards #1 and #2 (Appendix E)
.Peabody Picture Vocabulary Test-Revised Picture Plates and Answer Form
.Reading/Everyday Activities in Life Answer Booklet (Appendix F)
.Reading/Everyday Activities in Life Cassette Tape (Appendix F, excerpt from directions for oral administration)
.Cassette tape player
.Matching Familiar Figures Test Picture Plates (Appendix G)
.Stopwatch or wristwatch with stopwatch functions
.Post-Interview Observations Form (Appendix H)
.Pencils, pens, markers

It is advisable to allow one to two hours for each interview session. The entire Family Interview Schedule requires approximately two to three interview sessions to complete with one parent. An additional 1-1/2 hours is necessary if an additional parent or caregiver is interviewed with the reduced Interview Schedule (as indicated on p. 1 of Family Interview Booklet and throughout interview). It is recommended that interviewers take all the necessary materials on each home visit in the event that a parent wishes to continue beyond the expected length of the interview. Be prepared and be complete!

The amount of interview time and the number of home visits to complete the Family Interview Schedule will vary greatly due to such things as parent fatigue and/or interest, unexpected interruptions, cancellations, vacations, etc. In most cases, however, the parent is likely to complete the entire Interview Schedule. In the research sample, less than 5% of the families dropped out of the study before completion of at least the mother's Interview Schedule. Reasons for dropping out included an extended vacation, parent's disagreement over the family's participation, and simply, "I'm too busy now."

General Interviewing Techniques

Throughout the interview, the interviewer should help to create a relaxed and nonthreatening atmosphere while maintaining control of the interview process. The following points will help the interviewer maintain this balance:

1. Maintain a nonjudgmental attitude at all times. Respect the interviewee's attitudes and beliefs, and avoid imposing your values on them. Remain neutral and objective towards their responses; except for empathic comments when the interviewee is clearly expressing pain or sadness (e.g., the death of a child, Part E., "Other Information," Q. 1), emotional responses tend to bias the interview and may be in conflict with those of the interviewee. As one interviewer commented, "The concept of a nonjudgmental

attitude is useful, yet it is hard to operationalize. I didn't have any preconceived notions of how this particular family should be. No advice, no 'therapizing,' no raised eyebrows."

2. The interviewees are an invaluable component of the project, and are giving their time and thoughts in contribution to future benefits with little or no immediate rewards. Share with the parents your acknowledgement of the value of their participation. During the introduction to the interview, be sure to stress the mutual nature of this project: parents are giving us information at this time so that we may work towards improving their children's school experience in the future.

3. Be familiar with the purpose and nature of the project, and share this information with the parents (see "To the Parent...," p. i of Interview Booklet). Be open to questions they may have, and know where and to whom to direct parents if you are unable to answer.

4. Let parents know that all information gathered during the interview is both confidential and anonymous, and adhere to this strictly. Explain the code numbers on the upper right hand corner of each page as insurance for anonymity and confidentiality.

5. If parents are reluctant to answer a question even though they know their responses are confidential, go on to the next question. The nonjudgmental attitude towards their responses should be extended to their right not to respond. Assure them that you respect this right; it is our purpose to gather information, but not at the cost of violating their sense of privacy.

6. Be personable, without being personal. Be familiar enough with the interview format that you can maintain eye contact as appropriate (i.e., without staring). Learn the parents' and children's names so you can refer to them by name during the interview, rather than merely using pronouns. Like-

wise, note gender and use it appropriately during the interview (i.e., when the parents have 3 daughters, don't read the "he" which may be written in the Interview Booklet).

7. Always offer to read each section of the interview, and allow parents to accept or refuse this offer. Some parents may have difficulty reading; your initial offer will spare them either the struggle of trying to read the material or the embarrassment of requesting you to read it for them.

8. Relax, and enjoy the people you are with!

Some problems arise---or could arise---with frequency. The following are suggestions for approaching these issues before they become problematic, and/or how to proceed when problems do come up.

1. Encouraging Father/Father Figure participation. During the initial introduction to the project, explain that its nature is such that the input of both parents is important. Stress the contributions that both parents make to their children. It is helpful to request that both parents be present at the initial interview (explanation of the project and gathering of biographical data). This often interests the father in future participation. If time is presented as an impediment to Father/Father Figure participation, offer to (1) schedule at any time which is convenient for him, and/or (2) to limit the Father/Father Figure's participation to the reduced Interview Schedule. When requesting Father/Father Figure participation, speak with the Father/Father Figure if at all possible. Direct contact is generally more effective and expeditious than relaying messages through the mother.

2. Scheduling. ALWAYS schedule at the parents' convenience. After briefly explaining the nature and purpose of the project (a more extensive explanation can be given at the first interview, in person), offer to meet with them at a time when both parents could be present (see #1 above). After

a date has been set, offer to make a follow-up call shortly (a few hours or one day) before the interview. The purpose of this call is two-fold: (1) it is a courtesy to the parents and (2) should something have arisen unexpectedly which makes this inconvenient for them, it saves the interviewer a trip and provides an opportunity for rescheduling. If a follow-up call after having rescheduled an interview indicates that parents are still unable to meet with you, parents may be reluctant to meet at all, or may be better able to meet during a period which is less hectic for them. Clarify this with the parents, and reschedule as necessary. If they are reluctant to meet, offer to answer any questions or address reservations they may have. If they are still unwilling to meet, don't press the issue. Any parent participation is voluntary, and should not be forced.

3. Use of cue cards. Some sections of the interview require the use of cue cards which some parents find "silly." Explain that the purpose of these cards is to aid in standardization of the interview. If they continue to laugh at the cards, laugh with them!. . .but continue to use the cards.

4. Setting. It is easiest to conduct the interview at a table, since there is much written work for both parents and the interviewer. In almost all cases, a table is available. If one is not available, improvise using either your lap or the floor.

5. Presence of others during interview. As the interview is held in the parent's home, it is natural that other family members may be present during some parts of the interview, and that certain disruptions may occur (e.g., children coming home from school, baby awakening from a nap, etc.). These can be accommodated---and should be---unless they become significant distractions. If it becomes difficult or impossible for the interview to continue, ask if they would prefer to move to another room, and/or offer to reschedule

the interview at a time which may be less busy for them. This can be asked tactfully, e.g., "I can see this is a busy time for you, and we're having some difficulty keeping track. Would you like to reschedule at another time that may be less hectic for you?" If--as happens infrequently--parents wish to continue the interview although disruptions make it impossible, you may need to state, simply, that you are having some problems concentrating, and ask if there is another place or time which may be more quiet. Rarely, however, will this be necessary. If no alternatives are available, proceed with the interview.

In the following sections, each part of the Family Interview Schedule will be discussed. Each part will be briefly described, along with tips on successfully completing each interviewing task and directions for scoring, if appropriate.

Introduction (p. i)

Parents who have agreed to participate in the project will appreciate a brief review of it's purpose. On p. i of the Interview Booklet is a letter, "To the Parent...," which is provided as a reference for the interviewer to use when informing parents about the project. If parents still have questions, encourage them to contact the school principal or other liaison person. The comments of one interviewer in Stoughton may be helpful: "When I introduced the interview, I gave a brief overview of the project, emphasizing what Stoughton would receive from the final project. I went heavy on the confidentiality and their freedom to refuse to answer questions (lots of eye contact on that part)."

Cover Sheet (p. ii)

This is a good place to start the actual interview of the parents, not only because it is first in the schedule (!), but because the factual information requested is less threatening than the later, more open-ended sections of the questionnaire. Be as flexible as possible in scheduling interview times that can include both parents (see "tips" on scheduling Father/Father Figure).

Family Interview Schedule (p. iii)

In respect for parents' time and the smooth flow of the interview, complete this section either when parents are participating in part of the interview that doesn't require you to write responses (e.g., R/EAL), or after you have left the home.

Part A. Determination of Caregiving Responsibilities (p. 1)

The purpose of this short, albeit important, section is to determine primary and secondary caregivers, which defines what parts of the Interview Schedule are to be administered. It may be necessary, in this section, to further define both primary and secondary caregiver. It is helpful, in that case, to give examples of those things which may determine the primacy of caregiving: e.g., "Who spends the most time with the children?", "Who takes the children to appointments, fixes their meals, gives them baths?", etc. Be sure to be open to diverse family structures, rather than just the traditional two-parent family. If there is difficulty determining the presence of a primary caregiver, secondary caregiver, and/or father figure, note the respondent's comments and consult at a later time with supervisor and other members of the family outreach staff.

Also the phrase "of significance" may be clarified here to refer to the amount of time given to child care, so as not to impute a quality to this person which is not intended.

Part B. Child Information (p. 4)

This part of the interview asks general questions (e.g., date of birth, relationship to mother, etc.) about each of the family's children. Following the general questions, more specific questions (p. 8) are asked about each of the children living at home. The specific questions focus on the parents aspirations and expectations for each of their children, e.g., "How much education do you want Andrew to receive?" and "How much education to expect Andrew to receive?" This section also includes questions about the child's social orientation, hobbies and interests, and strengths or things the child does well. The last few questions in Part A includes a question about children who are not now living (if any) and general questions about other adults who may be living with the family.

This section is straightforward and presents few difficulties in data gathering, with the exception of the section "Specific Child Information." Parents often comment that they cannot know the answers to these questions. It is helpful to introduce this section by acknowledging that it requests some projection on the parents' part, and is designed to elicit parents' ideas or hopes, not specific "facts." Questions 7-9 and 11-12 may elicit more accurate responses if parents are allowed to answer them without having the possible responses read to them; the interviewer can then assign the number which corresponds to the parent's response. Allow parents time to respond; however, if they cannot think of what their child(ren) does, note this in the Interview Booklet, as it also provides valuable information on parent's attitudes. The question concerning deceased children--Question 1, "Other Information"--may be a sensitive one for some parents. Be respectful of this; if the parent does not wish to discuss it, note that and go on to the next question.

Part C. Family Health (p. 15)

The questions that comprise this part are an attempt to characterize the current health status of the family. Questions 1 and 2 probe health complaints and conditions of family members, and are followed by questions about sensory and physical impairments. Part C also taps the family's history of hospitalization, health care, and smoking habits, as a indication of harmful health habits. Part C utilizes cue cards for clarification (see Overview, on the use of cue cards; see Appendix E for cue cards).

A few tips may be helpful in completing Part C. Clarify that the information requested pertains to members of the immediate family only (in Question 1, to only the children; in Question 2, to children and adults). Although parents may volunteer information concerning aunts, cousins, etc., it is not within the purview of this part. When asking Question 6 (history of hospitalization), remember that it is difficult for many people to recall specific dates and duration of hospital stays. If this is the case during an interview, encourage approximations, and indicate these in the Interview Booklet. Responses to this question may be found to augment or contradict information given in response to Questions 1 and 2. If so, try to clarify this with the parents, and note the changes. It is often necessary, in Question 8, to define "routine care." A useful definition is: regular medical or dental checkups, even when nothing appears to be wrong. Also, people may be sensitive to receiving public assistance (Questions 11 and 12). Be sure to avoid any implication of social stigma.

A number of parts in the Family Survey Interview require specific scoring procedures in order to move beyond the general impressions reflected in interview responses. Although it is certainly useful to know the type and frequency of a particular child's health complaints, it is also useful to get a general idea of the family's health status. For the research study, a Family Health Status Index was devised, based on a number of predetermined items included in Part C of the Interview Schedule. Six health factors were rated from the health information provided by the parent: 1) health conditions,

2) health complaints, 3) sensory/physical problems, 4) health habits, 5) health care, and 6) perceived quality of health care. The sum of the health factor ratings represented the current health status of the family. The Health Index Worksheet used appears in Appendix I.

Part D. Family Activities (p. 21)

Items included in this part were adpated from the Henderson Environmental Learning Process Scale (Henderson, Bergan, & Hunt, 1972). At this time, the Parent Answer Booklet is introduced (Appendix D). The Answer Booklet allows the parent to become more involved in the interview process and to record their answers with a greater sense of confidentiality. It also provides for some variety in the interview format.

Despite the introduction to this part of the interview, in which you explain the purpose of the project and the roles of parents and yourself, parents may be hesitant to respond to some questions in Parts D and E (particularly those questions that ask for an evaluation of school programs). Before proceeding with these parts, you can clarify any potential misunderstandings of this nature by reminding parents of the nature of your role, the purpose of the project, and the anonymity and confidentiality of responses.

The answers in Section D are given on a continuum, which some parents find confusing. Be sure to read the various responses as they appear in the booklet, and allow time for parents to select a response. Some parents find this section difficult, others hesitate in responding because they feel they should do certain activities, but don't. Assure them that certain parts of the interview are indeed more difficult than others, and that we are merely interested in getting a general understanding of activities families participate in, not in judging the families.

Family Activities can be scored to yield five factors: 1) extended interests and community involvement (I), 2) valuing language and school related behavior (II), 3) intellectual guidance (III), 4) providing a supportive environment to school learning (IV), and 5) attention (IV). The sum of the five factor scores suggests the quality of the home environment for learning. The scoring key and scoring sheet for Family Activities appears in Appendix I.

Part E. Attitudes Toward Education and Child Rearing (p. 27)

This part of the Interview Schedule includes questions about the parent's recent contacts with the school, children's history of repeated or skipped grades, and parent involvement in the schools. Part E also includes the 15-item Parental Modernity Scale-Parent Form (Schaefer & Edgerton, 1981), designed as a scale of parental modernity in child rearing and educational beliefs and attitudes.

Again, it is important that parents understand that all answers will be kept anonymous and confidential. A few questions in this section frequently need clarification for parents, as noted below. For suggestions on using the cue cards, see Overview.

Question 1. This question refers to any contacts parents have had with the school concerning their child's education---it is not confined to parent-teacher conferences.

Questions 6, 7. Parents occasionally misconstrue this question, and think that their involvement would supplant, rather than supplement, the involvement of the teachers. Assure them that these activities would be in addition to those which take place at school.

Question 27. Be sure to allow parents free reign in answering this question---even if the qualities or duties they describe do not, to you, seem applicable to a teacher. (For example, one parent commented that "a good teacher should have children of his/her own, and should help around the house"---indicating that this parent felt a teacher should experience directly and personally the experience of having children to raise.)

Question 28. Clarify that "changes" mean anything different than the current status, not just something innovative and novel. Many parents indicated a return to the "old ways" they experienced in school, but would not have volunteered this desire if they understood the question to refer only to "new things."

Questions 11 through 25 (not 26) comprise that the Parental Modernity Scale and can be scored for modernity in child rearing and educational attitudes. The scoring form for the Scale appears in Appendix I.

Parts F, G, and H. Parent Figure Information (pp. 33-52)

Each of these parts of the Interview Schedule ask the same general background information of the Mother/Mother Figure, Father/Father Figure, and Other Adult, as appropriate. These questions tap the parents' own educational experiences (e.g., "What kind of a student were you? How would you describe yourself?"), employment history and job satisfaction, and marital history. The primary caregiver (most often, the mother) is asked to provide background information for the Father/Father Figure and/or Other Adult, and the interviewer is encouraged to corroborate this information with the other parent figure, if possible. Part F. Mother/Mother Figure Information (p. 33) also includes two additional sets of items: questions pertaining to the mother's experiences with pregnancy and childbirth, and a 48-item Self-Description Checklist (p. 39).

Instructions for gathering the data from the respective parties are clearly outlined in the Interview Booklet and Parent Answer Booklet, and the questions themselves are straightforward. As in Part B (Child Information), greater accuracy of response is usually obtained if the parents are allowed to answer the questions before being read the possible responses. The interviewer can then check with the parent on the specific category this response may fill. For example, Question 7, the interviewer may ask the parent what her or his current employment status is, and then check the appropriate box. It is particularly important in the employment section to avoid implications that those who are not receiving a paycheck for their work (e.g., housewives, retired, or disabled persons) are involved with less significant activities. Employment questions pertain to any work-related activity in which the person may be involved.

The Self-Description Checklist is a part of the interview in which confidentiality and anonymity must again be stressed. This extends to confidentiality between the two parent figures. Spouses are frequently curious, in this section and in Question 11 (rating current relationship), to know how their partner has responded. Should this arise during an interview, remind the parent of confidentiality, and that you, therefore, cannot give this information from either parent to the other. They may, however, direct their question to the other parent, if they wish.

Scoring procedures for Parts F, G, and H pertain to the Self-Description Checklist and Socioeconomic Index of Occupational Status, derived from the employment questions asked for each parent. The items for the Self-Description Checklist comprise the brief form of the Multiple Affect Adjective Checklist (Zuckerman & Lubin, 1965). This checklist is designed to tap an individual's general feelings about themselves, how they usually feel. Scoring of the Self-Description Checklist yields separate subscale scores for Anxiety and Depression (Appendix I).

The employment questions asked for each parent figure were specifically constructed to yield the information necessary to determine a Socioeconomic Index of Occupational Status (Stevens & Featherman, 1980). Use of an Occupational Index, versus a Socioeconomic Index such as Hollingshead's Two-Factor Index, follows the recommendations of Mueller and Parcel (1981). These researchers recommend the use of separate occupational, educational, and income status variables, since the latter two characteristics correlate only moderately with occupation-based scales. Stevens and Featherman (1980) have offered a revision of Duncan's Socioeconomic Index (SEI), a widely used indicator of occupational ranking based on data from the 1950 Census. The Revised Socioeconomic Index of Occupational Status (MSEI2) has been recommended for child development studies and when studying relatively small groups (Featherman, personal communication).

The procedure for determining an individual's Occupational Status (MSEI2) is detailed but clearly outlined in two readily-available sources. These are:

> A Manual for Coding Occupations and Industries into Detailed 1970 Categories and a Listing of 1970-Basis Ducan Socioeconomic and NORC Prestige Scores by D. L. Featherman, M. Sobel, & D. Dickens. Center for Demography and Ecology. The University of Wisconsin-Madison. Working Paper #75-1.
>
> The Process of Stratification by R. M. Hauser & D. L. Featherman. New York: Academic Press, 1977: (see Chapter 2: The Measurement of Occupation in Social Surveys).

Briefly, in order to obtain the Revised Occupational Index (MSEI2), the 2-digit Occupational Census Code is required. Appendix I provides the MSEI2 scores for Occupational Census Codes, and the Occupational Status Coding Worksheet used in the research investigation.

Part I. Background Information (p. 53)

The purpose of this part is to obtain general background information about the family, such as residential mobility, housing density, religious preference, income, etc. Interviewers are asked to obtain this information on the first visit, in order to get some idea of the family's characteristics should the family drop out of the project. The questions are fairly straightforward and present few problems during the interview. The major difficulty encountered is with Questions 15 and 16; respondents occasionally are not clear about how to mark these responses. Give the directions carefully, and be open---as usual---to questions when asked. The Parent Answer Booklet is used here in order to emphasize confidentiality for what are often sensitive questions concerning family income and resources.

Part J. Language (p. 57)

This part of the Interview Schedule is the Peabody Picture Vocabulary Test-Revised (Dunn & Dunn, 1981). It is included as an estimate of the language environment in the home, i.e., the verbal skills of parents. The interviewer must be thoroughly familiar with the PPVT-R manual and materials. To administer the PPVT-R, the interviewer will need the PPVT-R picture plates and an answer form for each participating parent.

Because this part of the interview involves exercises to which there are clearly right and wrong answers, it can give rise to some anxiety among parents who are concerned about performing well. To help alleviate some of these concerns, it is helpful to set as relaxed an atmosphere as possible. Encourage the parents to take as much time as they need in choosing a response, and be discrete in recording responses. Setting up the PPVT-R picture plate booklet so that it faces the respondent with its back to the interviewer, and then placing the answer form behind the picture plate booklet allows the interviewer to record responses while out of view of the respondent. If respondents are interested in knowing which responses were correct, offer to go over the test with them after they have completed it.

Some parents become frustrated with this test, or bemoan that they are "stupid." Again, assure parents that some parts of the interview are much more difficult than others, and encourage them to proceed at their own rate and, if they are uncertain of a response, to make their best guess.

PPVT-R scoring procedures are described in the PPVT-R Manual. The interviewer should score the completed answer sheet after leaving the home and transfer all scores to the appropriate page in the Family Interview Booklet.

Part K. Family and Friends (p. 65)

This part of the Interview Schedule was developed to measure the quality of the family's informal social network. Research has begun to validate the role that social support may play in "buffering" the individual from the effects of stress (Cassel, 1974; Cobb, 1976). Social network analysis provides a way of examining an individual's social ties across a range of settings, and the linking of social support to various aspects of psychological adaption offers a theoretical base for developing broad-based preventive interventions (Mitchell, 1980).

Family and Friends was designed to measure various social network characteristics, including structural characteristics (e.g., size, density), characteristics of component linkages (e.g., multidimensionality, reciprocity), and the normative context of the relationship (e.g., family, friends).

The instrument is composed of six tasks that attempt to assess the quality (supportiveness) of the primary caregiver's (usually mother's) social network. The major supportive functions of informal social ties are reflected in the four picture frames of the Family and Friends picture card (Appendix E), which is used to assist respondent with certain tasks. The supportive functions illustrated by the picture frames include: 1) emotional support, 2) task-oriented assistance, 3) maintenance of a social identity, and 4) access to new and diverse social contacts and information. Individual responses to each of the six tasks are recorded on pages 7 and 8 of the Parent Answer Booklet. Parents often find this section of the interview enjoyable; the only difficulties encountered with this section involve instructions for completing each task, and are easily remedied by reading instructions carefully and being open to questions.

A rating procedure has been derived for assessing the quality of the respondent's social network. The total quality score is the sum of ratings for: 1) size of the social network, 2) average quality of relationships, 3) normative context of relationships, and 4) network density. A Family and Friends Social Network Analysis Worksheet for obtaining these ratings is presented in Appendix I.

Part L. Community Resources (p. 67)

The general purpose of this part is to get an idea of the family's awareness and use of a variety of community resources. It also reflects the extent to which family members venture beyond their home environment. Specific questions are asked about leisure and recreation activities and programs, clubs and organizations, daily services (e.g., bus, newspaper, and human services and programs). This part asks parents to comment on community resources--with which they may or may not be familiar. In some cases, a parent may indicate that a community resource exists which you feel certain does not exist (or vice versa). If this happens, probe gently: "Oh, I didn't realize ________________ had a youth hockey team. . ." You may become familiar with resources of which you were unaware, or discover that the respondent is referring to something other than an organized activity. This is also a good time to share you knowledge of resources that may be of interest to the family.

As in Part D (Family Activities), some parents feel that they should be involved in more groups than they actually are. Let the parents know that this section is designed to give a cross-section of parents' interests and activities, and doesn't presume that "more is better." Be sure that responses to Question 24 (Service and Programs) pertain to the services and programs listed previously. (One parent, in response to this question, described difficulties in returning a hand saw to a hardware store.)

Part M. Reading/Everyday Activities in Life-R/EAL (p. 73)

This part of the Interview Schedule asks the parent to complete a short, adult reading test. The interviewer must be thoroughly familiar with the R/EAL Examiner's Manual and test materials (Lichtman, 1978). In order to give the R/EAL, the interviewer will need a R/EAL answer booklet (one for each respondent; Appendix F), a R/EAL tape cassette, and a tape cassette player. The R/EAL is self-administered and complete directions are provided on the R/EAL tape cassette. An excerpt from the directions for oral administration are presented in Appendix F as a sample of the tape contents. The interviewer need only explain or demonstrate how to operate the cassette player so the respondent can complete the test at his/her own pace

More than any other, this part can intimidate parents, because they feel they are being tested---as they are! If parents refuse to participate in this, go on to the next part. To set them at ease with the R/EAL, explain that it entails listening to the tape and answering questions concerning the tape material. It is not timed, and they may take as long as they wish to complete it, can stop the tape as often as they like, and rewind the tape to hear sections over again. Given the above conditions, both parents may take the test at the same time, but cannot consult on responses until the test is finished. Remain available for any questions parents may have concerning the test process or tape recorder operation (but not for answers to tape questions!).

Be open to any comments parents may have about the R/EAL; some parents don't particularly like this section of the interview, and will tell you. You can respond to this in a variety of ways---"Yes, many people have the same opinion," "I found it difficult when I took it myself," etc. Above all, be receptive to their comments and remember, they are referring to the R/EAL, not to you!

Scoring procedures for the R/EAL are described in the R/EAL Examiner's Manual.

Part N. Personal Feelings and Beliefs (p. 75)

These 40 questions comprise the Adult Locus of Control Scale developed by Nowicki and Duke (1974). It is designed to measure an individuals "locus of control": the degree to which attribution of causality of behavior is made either to oneself or to sources external to oneself. The respondent is asked to circle "Yes" or "No" to each of the items in their Parent Answer Booklet, p. 10-12.

Instructions for administering Part N direct the interviewer to read the items aloud while the respondent marks in the Parent Answer Booklet. However, some parents prefer to complete this part by themselves, without your reading it to them. If they want to do this, and can, that is fine; however, always make the initial offer to read the questions aloud. This offer saves embarrassment for those who may have difficulty reading. Also, parents frequently observe that they cannot answer these questions as absolutely "Yes" or "No".

Acknowledge this difficulty, and ask them to respond according to how they generally feel about these questions.

The scoring procedures for Personal Feelings and Beliefs is to sum the number of items answered in the direction of an external locus of control. A scoring key for the scale is provided in Appendix I.

Part O. Problem-Solving Task (p. 79)

This part of the Interview Schedule begins with the Matching Familiar Figures Test-MFFT (Kagan, 1965), a measure of an individual's impulsiveness or reflectiveness on match-to-sample problems. Some preliminary research has suggested that there are similarities in parents' and childrens' cognitive style as measured by the MFFT and similar tests. Ineffective problem-solving skills have serious implications for academic achievement. The MFFT is included as an assessment of the adult models for problem-solving available to the child.

It is very important for the interviewer to be familiar with the mechanics of administering the MFFT (outlined in the Interview Booklet), so that each step is well-coordinated and the test can proceed smoothly. The interviewer will need the MFFT series of picture plates (Appendix G), a stopwatch, and a response form (located in the Interview Booklet). As with the PPVT-R, it is advisable to set the MFFT booklet so that it both faces the parent and blocks the parent's view of the interviewer's scoring. The use of the stopwatch and the scoring itself should be done as inobtrusively as possible. Some parents are wary of the stopwatch; the best way to put them at ease in this regard is to be straightforward. Mention, in your explanation of the MFFT procedure, that you will be using a stopwatch, but that this is not strictly a speed test. The objective is to correctly match the two identical pictures; the watch is used to measure the time this takes. If the parent makes an incorrect choice, encourage him/her to try again. Allow as much time as needed. If, when the test is completed, they would like to examine some of the pictures again, go over the pictures with them. As participants in this project, the parents' request should be honored to as great an extent as possible.

Scoring procedures for the MMFT yield four scores: (1) total number of correct items, (2) total number of errors, (3) mean (average) number of errors, and (4) mean (average) latency, i.e., time it takes to give the first response. All scores can be calculated and entered on the answer forms in the Family Interview Booklet (pp. 81, 83, & 85).

Following administration of the MFFT, the interviewer is instructed to ask MFFT follow-up questions of the primary caregiver. These questions are an attempt to tap the respondent's method of teaching a task like the MFFT to a school-age child. Although many studies have examined parents' teaching of young children, little is known about parental teaching styles for older children.

Part P. Our Family (p. 89)

This is the last part of the Interview Schedule and is made up of four types of questions. The first section of Part P, Question 1 through 40, comprises the short form of the Family Environment Scale (Moos, 1974). This is a true-false scale designed to assess the social climate of the family environment. Answers to the scale are recorded by the respondent on page 13 and 14 of the Parent Answer Booklet. As with Part N, allow parents to complete the true-false section independently if they wish, but always offer to read it aloud. Encourage parents to mark the response which indicates how they usually feel, even if they feel there is no "absolute" answer. Scoring of the Family Environment Scale yields 10 subscale scores: cohesion, expressiveness, conflict, independence, achievement orientation, intellectual-cultural orientation, active-recreational orientation, moral-religious orientation, organization, and control. Directions for scoring the scale are described in the Family Work Group Environment Scale Manual (Moos, Insel, & Humphrey, 1974). A scoring sheet for scoring the short form is provided in Appendix I.

Questions 41 through 43 (p. 91) deal with family rules and regulations. The parent is asked about the kinds of rules the family has, who makes the rules, and how rules are enforced. It is helpful to read all the possible responses to Question 42 for the respondents, so they are aware of the possibilities before answering. Often parents will quickly respond by saying that they make the rules but, upon hearing the alternatives, modify their response to include children to some degree.

An approach known as "verbal problem-solving" (Ayer, 1975) was adapted for this part of the interview. After listening to the analogue, the parent is asked a series of questions:

.What are all the things you might do?

.Are there some things other parents might do?

.Which one of these things would you do?

.What would happen then?

Following the questions on rules, the parent is asked to listen to an analogue (p. 92) describing children's misbehavior:

Discipline Problem #1

> Kathy and brother Jim are arguing about what TV show to watch. They cannot agree on the same program and their voices get louder as they continue to argue. Jim goes to the TV and turns the channel to the program he wants to watch. Kathy throws a pillow at him, but hits the lamp instead. It shatters into pieces. You have been watching the whole time.

Responses to these questions are rated for effectiveness of approach to the disciplinary problem. The effectiveness ratings (0, 1, 2, 3) were determined from a large sample of parental responses to the questions, reflecting their approach to dealing with the children's misbehavior. The rating scale for Discipline Problem #1 effectiveness of approach is detailed in Appendix I (Directions are also included for determining a "range" score, or number of unique, relevant responses offered by the parent).

A second analogue is read to parents in two parent/partner families only (p. 93). In addition to presenting a description of children's rule-breaking, this analogue described an instance of parental disagreement over disciplinary action:

Discipline Problem #2

> Your grandmother is visiting and you have planned a large family dinner. Everyone in the family is to be home for dinner at 6:00 p.m. One of your children is out with his friends and arrives as you are serving dessert. Your spouse/partner insists that the child go to his room without dinner and stay there the rest of the evening. You insist that you want him to spend time with his grandmother since she's only visiting a short time.

A verbal problem-solving approach is again used to determine the effectiveness of the parent's approach to solving the problem. The effectiveness ratings were determined in the same way as described above, and scoring procedures for Discipline Problem #2 are located in Appendix I. A tip on completing this section of the interview: It may be helpful to introduce these questions (44 & 45) by stating that they are situations the parents may or may not find themselves in, we are asking what they might do if they were in such a situation. This anticipates parents' response that the "my children would never do that," or "my children know better."

The last set of questions (46-52) in Part P and the entire interview ask the parent to comment on their role as a parent. Parents are asked, "What things about yourself help you to 'stay on top of things'?" and "Are there things that make it hard for you to cope (e.g., day-to-day things that cause you a lot of stress)?" Parents are also asked about important sources of help to them as a parent, and the most serious problem for them as a parent. In closing, the interviewer asks the parent to freely comment on any of the things they've talked about and done together.

Part Q Post-Interview Observations (Separate Form)

Many items that make up the Post-Interview Observation form have been selected and adapted from the Home Quality Rating Scale (Meyers, Nihira, & Mink, 1981) and the Home Observation for Measurement of the Environment (Caldwell & Bradley, 1978). Additional items were developed through the family research study and added to the observational ratings.

Part Q is to be completed after ALL parts of the interview schedule have been administered. If more than one interviewer has participated in administering the interview schedule, each interviewer must complete Part Q. Obtain an additional copy of Part Q and attach both observation forms to the interview form. Be sure to enter your name, the date, the number of home visits you have made to this family, and the family members you have interviewed or observed during the home visits. General directions for completing Part Q are given below. Be familiar with the observation items you will be asked to rate after the home visit.

Questions 1 through 26	These items provide a means of organizing and qualifying your observations. Each item requires you to make a judgment based on your observations and impressions of the home environment. You will no doubt feel more certain about some ratings over others but please provide a rating unless the item does not apply, e.g., you would not provide a

rating for #4--Maternal Overprotection--if there is no Mother/Mother Figure in the home.

The ratings are to be made referring to children in general. If a rating would be very different for a particular child, please make a note of your impressions in the space provided for comments below each item. Additional comments about aspects of the home environment can be written in this space as well. Comments are welcome.

Questions 27 through 39

These items provide additional information on the physical aspects of the home environment. Check Yes if the item describes the environment, i.e., Yes is equivalent to True; the more Yes items, the better the physical quality of the home environment. Please avoid checking No Opportunity To Observe unless you absolutely cannot rate Yes or No. Guidelines for scoring these items is given below.

* 27. House is not overly noisy - TV, shouts of children, radio, etc.

The interviewer will use his or her good judgment to score this item. A certain amount of background noise is expected. Loud, distracting noises, however, will receive a "No."

* 28. In terms of available floor space, the rooms are not overcrowded with furniture.

Is the furniture arranged in a manner so that all of the exits are free and easily accessible? Does the living area allow for freedom of movement and room for the children to play, unless another specified area is designated as a play area?

* 29. Furniture is not in obvious need of repair.

Furniture is in good shape or has maintained reasonable wear and tear. Springs, stuffing, etc. is not readily apparent.

* 30. All visible rooms of the house are reasonably clean and minimally cluttered.

The interviewer will have to use his or her own good judgment.

* 31. There is at least 100 square feet of living space per person in the house.

In making a rough calculation for this item, we use as a general rule of thumb a 9 x 12 room as being about the right amount of space for one person. A little simple math is then all that is required for scoring.

* 32. The interior of the house is not dark or perceptually monotonous.

On this item the interviewer can take into account the lack of lighting, drawn drapes, lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

**Observation item descriptions excerpted from H.O.M.E.-Experimental Elementary Version, 1982 (Bradley, personal communication).*

* 33. Family displays children's art or craft work somewhere in house (anything that children have made).

The children's art or craft work may include drawings, paintings, pottery, woodwork, models, needlework, etc.

* 34. House has at least two pictures or other type of art work on the walls.

Art work should be interpreted rather liberally. It may include posters, wallhangings, etc. Children's school art work, however, will not count for this item.

* 35. Family has at least one house plant.

The intent of this item is to determine if there is a plant present in the home. The house plant may be small or large and may belong to any member of the family.

* 36. At least 10 books are present and VISIBLE in the home.

The word "visible" was added to this item to make it an observation rather than an interview item if possible. The intent of the item is to find out something about whether the children are growing up in a family that reads and values having books around. There might be a set of encyclopedias on the shelf which appears to be unopened. Nonetheless, presence of the books would indicate that the family values their possession and credit would thus be given.

37. Family has use of a working stove and refrigerator.

If these household appliances are visible, assume they are working, unless you have reason to think otherwise.

38. Family has use of running water.

Conversations with the family may indicate difficulties with a well or system for running water.

39. Family has a system for heating their house.

Again, conversations with the family indicate heating problems. Space heaters and wood burning stoves count as systems for heating a house.

Questions 40 & 41 These questions are simply Yes or No, or for Question 41, not appropriate.

Question 42 The intent of this item is to get an idea of the availability of educational and play materials and objects. It may be helpful to jot down materials and objects as you see them in the margins of the interview form and transfer them here after the interview.

**Observation item descriptions excerpted from H.O.M.E.-Experimental Elementary Version, 1982 (Bradley, personal communication).*

Question 43 This is a check on the reliability of the interview process. Please describe any unusual circumstances that occurred during the interviews.

Question 44 Please comment on anything you think would add to our understanding of this family. . . Observations, impression, attitudes, and other aspects of the family that may be important to know. Your comments are VALUABLE!

A variety of factor or cluster scores can be derived from the Post-Interview Observations. These include aspects of parenting (e.g., harmony and quality of parenting (concordance in support of child care), aspects of the physical home environment (e.g., quality of the residential environment, quality of the physical environment), and specific observational ratings of parents' characteristics (e.g., self concept, social competence, communicative competence). Scoring instructions and scoring sheet for the Post-Interview Observations are included in Appendix I.

Training

A few brief comments about training family interviewers may be useful. In the research investigation, interviewer training was conducted in five steps:

1. General orientation to the study and guided review of each part of the Interview Schedule.
2. Viewing a prepared videotape of a pilot study interview followed by a review session; trainees also completed a Post-Interview Observation form based on their impressions of the families from the videotaped interview.
3. Personal study of all materials, including interview questions and test manuals and materials; trainees also took each test/task included in the Interview Schedule.
4. Role-playing each test/task included in the Interview Schedule with two other trained persons.
5. Conducting at least one practice Family Interview in its entirety.

In addition, Post-Interview Observations based on the videotaped interview were compared to the actual interviewer's Post-Interview Observations. A minimum of 80% interobserver agreement was required for training completion.

PART III

Implementing A Family Information Management System

The Processes Involved

An extensive amount of family information is obtained through the Family Interview Schedule. In order to efficiently handle this amount of information, the completed interviews have to be checked and transferred into a format suitable for computer use. For a small set of interviews and a handful of questions, it might be feasible to process the data by going through the interviews manually. However, the massive amount of information generated by the Family Interview Schedule requires a system by which the responses can be transferred onto a computer file for use. Before this can be done, all responses have to be translated into numerical codes.

The main functions that follow data collection and precede analysis and use are editing and coding. Some of the translation of answers into numerical codes has been already carried out by the interviewers; for precoded questions they circle the code number corresponding most closely to the respondents' answers. Also, a number of tests/tasks included in the schedule (e.g., PPVT-R, R/EAL, MFFT, etc.) are scored after the interview is completed and yield numerical codes. For a number of questions, however, the final coding has to be done after the fieldwork. For the Family Interview Schedule, coding frames have already been developed for each open-ended question. To do this, responses from a sample of 20 interviews were listed and examined for the range of responses. Categories were developed from this sampling and numerical codes were assigned to the resultant coding categories.

Preparation of the family data involves a number of steps:

.Editing. Interviews have to be examined for errors. Editing includes checking for consistant errors by an interviewer who may have misunderstood an instruction, and for individual errors arising from carelessness. Interviews must also be checked for completeness.

.Coding. The open ended responses in each interview have to be assigned numerical codes according to the coding frames, and certain precoding operations (e.g., scoring of tests/tasks, determining occupational status) will have to be performed.

.Punching. The coded interviews are then ready to be transferred onto a computer file. The method of transfer varies; as a rule, punched cards are introduced as an intermediate step; in some cases, however, the information in the interview may be transferred directly to tape or disk.

.Computer editing. A clerical edit of completed interviews is reinforced by a more extensive and detailed computer edit. An edit specification is prepared which instructs the computer to check, as it reads the data, for possible errors and inconsistencies. Once the data has been "cleaned," it is ready for use.

The focus of this part of the manual is on starting a Family Information Management System (FIMS). The purpose of FIMS is to provide a system for coding and storing the information obtained from the Family Interview Schedule. The four data preparation tasks described above - editing, coding, punching, and computer editing - are essential steps in implementing FIMS. Once these steps are completed, family information will be available and accessible by the school's computer software.

Coding

A code book has been developed specifically for the Family Interview Schedule (Appendix J). This code book contains a system of data transfer in which each answer in the interview is turned into a series of numerical codes that can be analyzed by computer. The code book is based on a punch card system. Every card has 80 columns with 10 code positions printed on each column. A hole is punched into the card to correspond to the appropriate numerical code, as described in the code book. Once all the data have been punched onto a set of cards, they can be transformed to a computer file (either a tape or a disk). (Note: It is also possible to punch directly into a computer file. However, the punched card system was used since large, complex data sets can be more easily corrected.)

An important objective of this manual is to provide the necessary hands-on information required to implement family outreach programs. The Family Interview Schedule Code Book was designed to meet this objective. The code book allows the coder to proceed from Part A to Part Q of the Family Interview Schedule, providing detailed directions for coding each question.

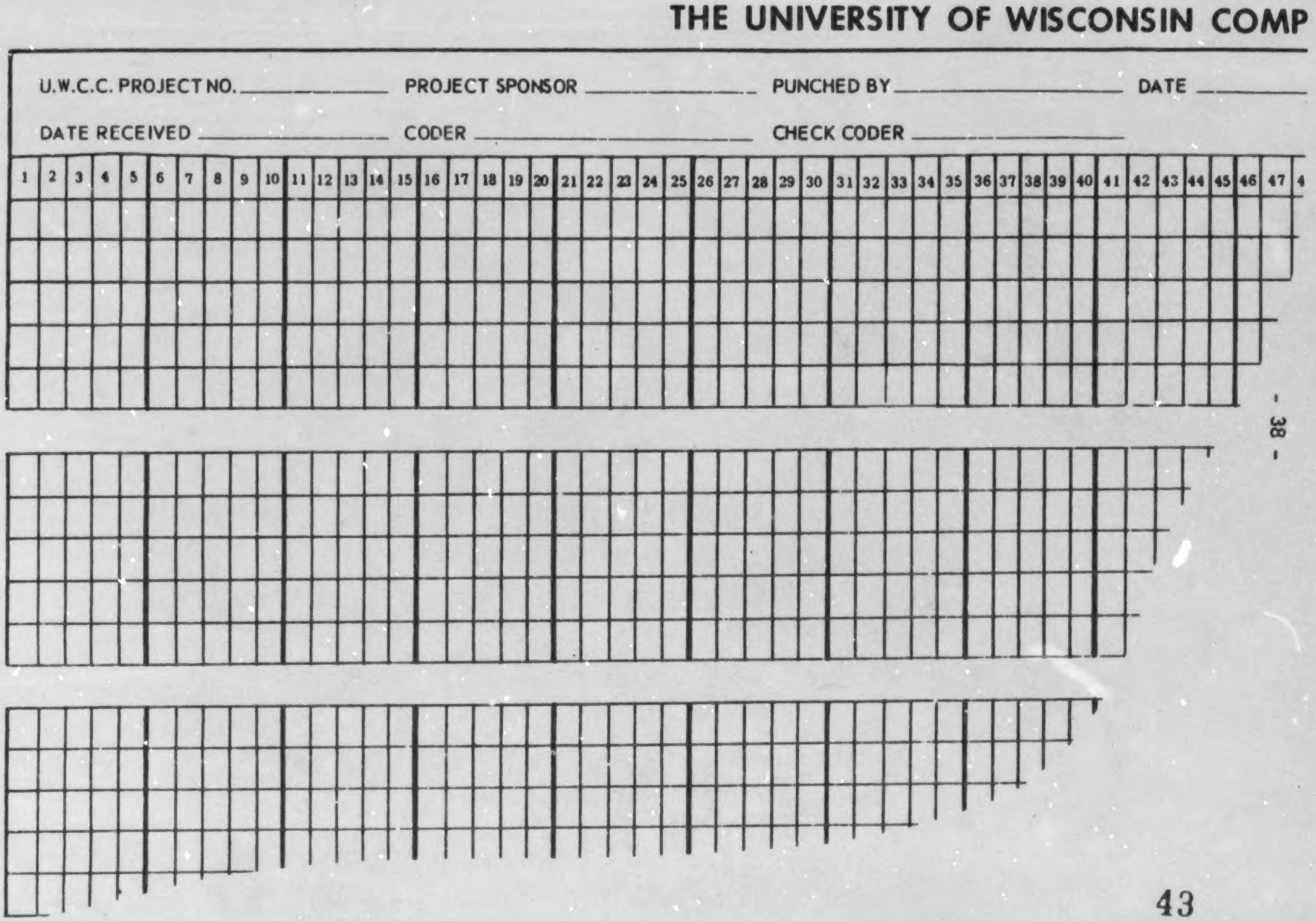
There are, however, a number of general directions for coding, which will assist the coder in coding directly onto a standard 80-column code sheet (see Figure 1). The Wisconsin Survey Research Laboratory offers the following directions for coding the Family Interview Schedule:

1) Label each coding sheet by writing the project number in the space provided, the coding card number (1-32) in the top left hand corner, and your name in the space labeled "coder."

2) The numbers across the top of the coding sheet correspond to the column numbers which appear to the left of each question in the code book.

3) Each line of the coding sheet corresponds to one card of a questionnaire. Never code more than one questionnaire on a line and never code more than one card on any one sheet.

4) Never leave a square blank unless specifically directed to do so by the code. A code can run a maximum of 80 columns. If, for example, the code runs from columns 1-55 and 76-80; then there must be a number in every square in columns 1-55. The squares corresponding to columns 56-75 would be blank for that deck. The squares corresponding to columns 76-80 must also always have a number in them.



THE UNIVERSITY OF WISCONSIN COMP

U.W.C.C. PROJECT NO. ____________ PROJECT SPONSOR ____________ PUNCHED BY ____________ DATE ____________

DATE RECEIVED ____________ CODER ____________ CHECK CODER ____________

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 4

[illegible]ure 1. Example of a standard 80-column code shee[illegible]

5) Never put more than one number in a square. In a single column code, the number of the code which corresponds to the answer is entered into the square for that column. In a double column code, one coded response covers two columns. The numbers on the code will then be two digits with the first digit going in the first column and the second digit in the second column.

ex. Coding a Double Column Question:

46-47 Q.40 What is (was) your father's occupation?

Response: Doctor

If the appropriate category on the code reads:

06. Doctor, physician, surgeon

The response would be coded:

46	47	48
0	6	

6) "Not appropriate" refers to a particular question or part of a question that did not apply to the respondent and was, therefore not asked. "Not appropriate" is also when more than one response is requested and only one is given. The square assigned to the second response would then be coded, "Not Appropriate," as directed by the code.

7) The Family Identification number is the number assigned to the family by outreach staff and is printed on the cover sheet and each page of the Family Interview materials.

8) All coding must be done in pencil and it is important to write all numbers legibly.

9) Always follow all contingencies carefully. All questions should be coded according to the directions in the code. If a question is not answered because of a previous direction, code the unanswered question Not Appropriate as directed by the code book. If a question was answered when it should not have been, do not code the answer given; code the question Not Appropriate. If a question is not answered that should have been, code the question Not Ascertained.

10) When coding, read the question, all of the answer, and all of the code before deciding in which of the coding categories the answer falls. Pick that code which best corresponds to the answer and place the code number in the square for that column.

11) If more than one answer was given and only one response is to be coded, code the first response, unless otherwise indicated.

12) If only one answer is given and it doesn't fit the code, or all of the answers given do not fit the code, make out a card. If you are not sure as to what to code an answer, make out a card. But always be careful to code something in the assigned square .... do not leave the square blank. Be sure to put all the requested information on the card and copy the response verbatim.

13) If more than one response is being coded, code the responses as they are given, unless otherwise indicated.

14) Make out a card for any responses listed that do not fit the code. If there are less than are being coded, code Not Appropriate for the remaining responses unless otherwise directed.

The two exceptions to this are:

a) When "Don't know" for all remaining responses. However, completely ignore a "Don't know" if the response has a "Don't know" in addition to another response.

b) When the first response is coded "Not Ascertained," code "Not Ascertained" for all remaining responses. Never code "Not Ascertained" or "Don't know" as a second or third response if something else is coded as the first response.

MAKE OUT CARD

E Card # ________ Project # ____________
X Column # _______ Interview # (Family ID #)
A Response: (ENTER VERBATIM RESPONSE)
M ______________________________________
P ______________________________________
L ______________________________________
E ______________________________________
Now coded: (Usually 0 OR your best choice) Coder: Your Name

15) If more responses are being coded than the respondent gave, code Not Appropriate in the columns for which you have no responses. Each response can only be coded once.

16) If a response is given that does not answer the question by any stretch of the imagination, (this does not include responses which answer the question but do not appear on the code) code the next

response if another one is given. If only that one response was given, code the question as "Not Ascertained."

17) Do not round off numbers such as years, ages, and amounts of money, unless otherwise indicated.

    ex: 2 = 2.0 - 2.99

18) Never code a number that doesn't appear on your code (and the master code.) Never add anything to your code or make changes except those which appear on the master code. Never make any changes in the master code; this should only be done on directions of the supervisor.

19) If you have any doubts as to what to code a question, code your best choice and make out a card. If you have any questions, do not hesitate to ask an authorized supervisor.

In coding the Family Interview Schedule, it is helpful for coders to review the entire schedule if they have not participated as family interviewers.

Computer Use

Once the Family Interviews have been coded, the data contained in the code sheets is ready for punching or direct transfer onto tape or disk. The family data can then be subject to computer editing and analysis. A variety of statistical program will provide this level of analysis. Statistical Package for the Social Sciences (SPSS) is a system of computer programs commonly available to users. An example of an SPSS program that may be used to describe family data is SPSS subprogram FREQUENCIES. FREQUENCIES modes enable the user to caluclate a full range of descriptive statistics, and to permanently print the output onto a tape or disk so that copies of the basic reference document can be inexpensively printed off at any time (Nih, Jull, Jenkins, Steinbrenner, & Bent, 1975). A number of other software packages may be used, depending on the needs and resources of the school.

In summary, the description of family data obtained through the Family Interviews is the foundation of FIMS. From this initial description, areas of family need can be identified. Follow-up interviewing of families and entry of this family data into FIMS will allow comparison of family need over time and a mechanism for measuring the effectiveness of family outreach programs.

PART IV

Developing Family Outreach Programs

The goal of a school-based family outreach project is to improve the quality of children's educational programs by addressing the needs of the family to support and extend those educational programs into the home. Families vary in their ability to provide environments for learning and it is these variations that direct the scope and content of family outreach programs.

The Family Interview Schedule has been presented as a basic tool for assessing the family home environment as it relates to children's development. Preliminary results of the family research investigation suggests that the interview taps a number of important status/situational variables and a wide range of family process "domains," i.e., spheres of influence or activity. In the research sample, the following eight aspects of the family when studied in combination appear to be significant in influencing children's intellectual functioning, academic achievement, and affective characteristics:

Process Variables[1]

1. Active-Recreational Orientation (FES): The extent to which the family participates in various kinds of recreational and sporting activities.
2. Verbal Skills of Primary Caregiver (PPVT-R): An estimate of the quality of the language environment, as reflected by a measure of receptive vocabulary.
3. Achievement Orientation (FES): The extent to which different types of activities (i.e., school and work) are cast in an achievement oriented or competitive framework.
4. Independence (FES): The extent to which family members are encouraged to be assertive, self-sufficient, to make their own decisions.

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[1] The Family Environment Scale (FES) Scoring Sheet is given in Appendix I. Materials and scoring instructions for the Peabody Picture Vocabulary Test-Revised are available from American Guidance Services, Circle Pines, Minnesota.

5. Organization (FES): Measures how important order and organization are in the family in terms of structuring the family activities, financial planning, and explicitness and clarity in regard to family rules and responsibilities.

Status/Situational Variables[2]

1. Occupational Status (MSEI Score): A socioeconomic index of the occupational status of the head of household, i.e., parent contributing most to the yearly family income.
2. Availability of Educational Resources in the Home (Post-Interview Observations): A cumulative index of the toys, books, games, and other items, and information sources such as TV, stereo, radio.
3. Quality of the Physical Home Environment (Post-Interview Observations): A cumulative index of the physical amenities and pleasantness of the family's living space, including display of children's works.

These family processes are seen as necessary supports for effective child development. More importantly, when these facilitative processes are absent or ineffective, they represent risks that increase the likelihood of children's school-related problems. Outreach programs directed at eliminating or minimizing these risks may be an effective means of preventing or reducing many learning and behavior problems of children. Equally important, addressing the needs of the family to support children's learning may increase the success of the school's specific educational interventions.

As the school expands its focus to actively include the family, it, in effect, becomes the coordination base and "lead agency" in implementing family outreach programs that will in turn increase the school's own effectiveness in delivering educational services (see Figure 2). Thus, the school can draw from the existing resources of the community in "prescribing" an individualized family program. In the absence of necessary programs, the school can take an active role in encouraging the development of these programs. In some

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[2] Brief instructions and references for determining MSEI scores are given in text and Appendix I. Availability of Educational Resources Worksheet and Post-Interview Observation Scoring Worksheet are also given in Appendix I.

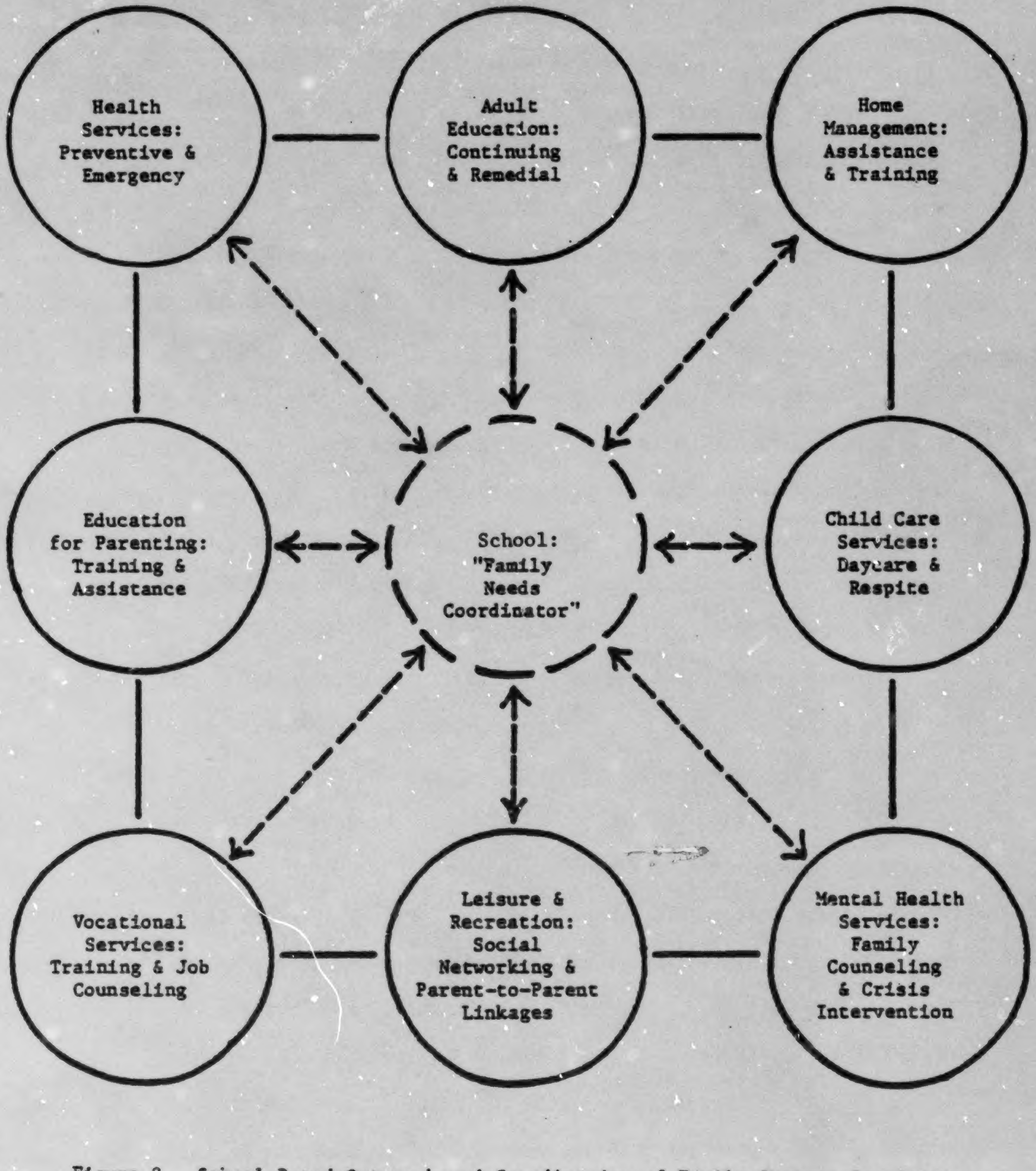
Health Services: Preventive & Emergency
Adult Education: Continuing & Remedial
Home Management: Assistance & Training
Education for Parenting: Training & Assistance
School: "Family Needs Coordinator"
Child Care Services: Daycare & Respite
Vocational Services: Training & Job Counseling
Leisure & Recreation: Social Networking & Parent-to-Parent Linkages
Mental Health Services: Family Counseling & Crisis Intervention

Figure 2. School-Based Outreach and Coordination of Family Support Services

cases, the role of school staff may be reorganized to include family outreach activities. As community involvement is increased, interagency linkages may be established or become more effective.

For some high risk families, family outreach efforts may be inappropriate or ineffective and it will be necessary for the schools to program for the special needs of these children. This might involve such things as peer-tutoring, modified homework assignments, or release time for a teacher interested in developing a caring relationship with the child, to name a few. The school is in a position to provide support services to children, to move beyond accepting categorical placement (e.g., EEN, Title I) as a panacea, or to simply regard the child as "another one of the kids from that family," unable to make significant academic or social gains. An attitude toward affecting positive change through flexible and innovative programming must be supported and communicated by the school's administrators and manifest in positive parent outreach and in-school support programs.

Moreover, the school can serve an effective coordination function because it is the single institution that has a longitudinal relationship with the family. Family outreach programs, if they are to be successful in the long term, must be based on the notion of change. Children and families will present different needs at different points in time. Only if we systematically monitor these changes will be be able to accurately identify the emergence of new needs and implement or change the sequence and mix of services. By carefully identifying the needs of children and their families, the targeting of services is likely to increase the effectiveness and efficiency of the service delivery system. The Family Information System described in Part III suggests one way of coding and accessing family data in order to monitor change.

In summary, the school is in a position to involve parents in the education of their children through prescriptive family outreach programs. The delineation of important family processes offers a starting point for more intensive inquiry into family learning environments. Information collected through the Family Interview Schedule provides a preliminary basis for assessing what families need in order to create more facilitative learning environments for children. A system for transferring family data for computer use has also been presented.

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APPENDICES
A THROUGH J

APPENDIX A

MEMO TO TEACHERS EXPLAINING FAMILY OUTREACH PROGRAM

MEMO TO TEACHERS

FAMILY OUTREACH PROJECT

During the remainder of the school year we, along with four other communities, will be working with the University of Wisconsin in conducting a study of families -- parents and their school-age children. The goal of this project is to determine ways of drawing the school and community closer and, specifically, how to further bring parents into the education of their children. We want to determine the needs of families as they relate to the education of their children and to use this information to plan more effective preventive and rehabilitative programs in schools and communities. In order to develop this information we will be asking broad and specific interest questions about family activities, parent attitudes and skills, and other aspects of family life.

Family information will be obtained through in-home interviews and in-school interviews and testing of children. Family participation is strictly voluntary. Written parent consent for child interviewing and testing will be requested from each participating family. Upon consent, the U.W. research team* will inform you of children they would like to see and make arrangements for appropriate release time, totaling approximately three hours.

If you would like more information about the project, please contact
(appropriate school personnel) .

*Research Team: Jeff Brand
Mike Rohde
Maggi Thompson
Pam Maykut

APPENDIX B

FORMS FOR COMPILING A LOCAL RESOURCE DIRECTORY

AGENCY SUMMARY SHEET

In an effort to develop a registry of services, pertinent data concerning community agencies should be documented. Please fill out the following summary of service variables as they relate to your particular agency.*

A. Eligibility Requirements - refers to the clientele served by the agency, e.g., Medicaid recipients.

B. Cost - refers to fees or other charges which must come from outside the agency itself.

C. Time Lapse Between Referral and Service Delivery - Efficiency of service delivery will influence agency usefulness.

D. Information Requested at Referral - Prerequisite knowledge of agency requests and supplying that information upon contact will enhance expediency and relations.

E. Relative Emphasis on Episodic, Periodic or Longitudinal Services - Agency service priorities will also influence usefulness.

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*Number and kind of variables can be easily expanded.

Example:

AGENCY SUMMARY SHEET

Agency & Informant	Eligibility Requirements	Cost	Time Lapse Between Referral & Special Delivery	Information Requested At Referral	Relative Emphasis On Episodic, Periodic Or Longitudinal Services

Example:

Individual Agency Contact Data

AGENCY: ______________________________

ADDRESS: ______________________________

PHONE: ______________________________

SUPERVISORY AND STAFF PERSONNEL: ______________________________

____

____

____

SERVICES: ______________________________

____

____

____

POLICIES: ______________________________

____

____

____

PROCEDURES: ______________________________

____

____

____

RESPONSIBILITIES: ______________________________

____

____

____

COMMENTS: ______________________________

____

____

____

Example:

Individual Agency Contact Record

AGENCY: ____________________

ADDRESS: ____________________

PHONE: ____________________

DATE	TYPE OF CONTACT: INITIATED OR RECEIVED	MODE: LETTER, PHONE, IN PERSON	NATURE	RESULT	PERSONS INVOLVED

APPENDIX C

FAMILY INTERVIEW MATERIALS:
FAMILY INTERVIEW BOOKLET

Family
Interview

2/82

FAMILY SURVEY INTERVIEW*

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*Developed by Maykut, P. & Garber, H., University of Wisconsin Rehabilitation Research and Training Center, 1981.

FAMILY SURVEY INTERVIEW

INTRODUCTION

To the Parent:

Hello, ________________. My name is ________________. I'm working with the cooperative project involving the _________ public schools and the University of Wisconsin.

Recently, each family in the area with school-age children received a letter from the schools explaining the project. If you haven't received the letter or don't recall exactly what it said, I'd like to tell you a little about the project.

The _________ school system places great value on quality education programs. They are constantly concerned with how the public schools can continue to improve their programs and better coordinate with other community programs. Many people in the _________ public schools and at the University believe that a better understanding of families will help to provide information that will lead to a better school experience for each child and better community experiences for families.

A large number of families with children in different school programs were selected for the project . . . Families with children in the regular school program, in programs for the talented and gifted, and in programs for special needs, to name a few.

We would like to learn more about your family . . . more about YOUR attitudes, interests, and skills and more about the attitudes, interests, and skills of other members of your family. I would like to emphasize that everything we talk about and do together will remain STRICTLY CONFIDENTIAL. The only thing that identifies your family by name is this cover sheet (SHOW). Each family is assigned a number code (POINT). The cover sheet will be removed after our visits. Only the code will appear on the interview forms. We are interested in general in what large groups of people feel and do and would not be emphasizing you or your family.

If at any time you feel a question is an invasion of your privacy, feel free to not answer. You reserve the right to "pass" on anything I might ask.

If you have any questions about the project, we urge you to contact your school principal.

Shall we begin?

FAMILY SURVEY INTERVIEW

COVER SHEET

Mother/Mother Figure's Name ____________________ Family Code ☐☐☐☐

Father/Father Figure's Name ____________________ Home Phone __________

Address __________________ ☐ Farm ☐ Nonfarm Work Phone __________

Target Child's Name ________________ Target Group ________________

Name(s) of Siblings ________________ Grade & School ________________

- -

Times when home visits are best for Mother/Mother Figure ________________

Times when home visits can include Father/Father Figure ________________

Comments about phone contacts and home visits for other interviewers (e.g., directions to home, attitude toward home visits, etc.) ________________

- -

Home Visit	Date	Time	Length of Interview	Interviewer
#1				
#2				
#3				
#4				

-OVER-

FAMILY SURVEY INTERVIEW SCHEDULE

Parts Completed by Respondent and Date of Completion

Mother/ Mother Figure	Father/ Father Figure	Other Adults	Part	Page	
			A	1	Determination of Caregiving Responsibilities
			B	4	Child Information
			C	15	Family Health (Cue Card #1 & 2*)
			D	21	Family Activities (Parent Ans. Book*)
			E	27	Attitude Toward Education and Child Rearing (Cue Card #2*)
			F	33	Mother/Mother Figure Information (Parent Ans. Book, Cue Card #2*)
			G	41	Father/Father Figure Information (Cue Card #2*)
			H	47	Other Adult Information (Cue Card #2*)
			I	53	Background Information (Parent Ans. Book, Cue Card #2*) COMPLETE 1st HOME VISIT WITH PART I. CHANGE ORDER OF PARTS IF NECESSARY
			J	57	Language (PPVT-R, Picture Plates*)
			K	65	Family and Friends (Parent Ans. Book Family & Friends Picture Card*)
			L	67	Community Resources (Parent Ans. Book*)
			M	73	Reading/Everyday Activities in Life (R/EAL Ans. Book, Cassette & Player*)
			N	75	Personal Feelings and Beliefs (Parent Ans. Book*)
			O	79	Problem Solving Task (MFFT Plates and Stopwatch*)
			P	89	Our Family (Parent Ans. Book*)

Interviewer's Initial and Date of Completion

		Q		Post Interview Observations (P.I.O. Book*)

*Materials Needed to Complete Interview Section

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

PART A. Determination of Caregiving Responsibilities

1. Who is the primary caregiver for the children living in this home? That is, who has the major responsibility for caring for the children?

☐ Mother/Mother Figure . . . . . . (NAME _________________)	COMPLETE PARTS B THROUGH F AND PARTS I THROUGH P. PARTS G AND H MAY ALSO BE COMPLETED BY THIS PERSON THROUGH REPORT.
☐ Father/Father Figure . . . . . . (NAME _________________)	COMPLETE PARTS B THROUGH E, PART G, AND PARTS I THROUGH P. PARTS F (EXCEPT FOR "SELF DESCRIPTION") AND H MAY ALSO BE COMPLETED BY THIS PERSON THROUGH REPORT.

2. Is there a secondary caregiver of significance (more than occasionally good care by a sibling, housekeeper, sitter, etc.)? That is, is there someone who truly shares responsibility for caring for the children?

☐ Mother/Mother Figure . . . . . . (NAME _________________)	COMPLETE PARTS B THROUGH F AND PARTS I THROUGH P. PARTS G AND H MAY ALSO BE COMPLETED BY THIS PERSON THROUGH REPORT.*
☐ Father/Father Figure . . . . . . (NAME _________________)	COMPLETE PARTS G (1st), M (2nd), N (3rd), J (4th), P (5th; "OUR FAMILY" SCALE ONLY), and O (6th; TASK ONLY).*
☐ Adult other than Mother/Mother Figure or Father/Father Figure . . . . . . (NAME _________________)	COMPLETE PARTS H (1st), M (2nd), N (3rd), J (4th), P (5th; "OUR FAMILY SCALE ONLY), and O (6th; TASK ONLY).*
☐ No Secondary Caregiver	

3. (ASK ONLY IF A FATHER/FATHER FIGURE HAS NOT BEEN INDICATED AS A CAREGIVER) Is there a father or father figure living here?

☐ Father/Father Figure . . . . . . (NAME _________________)	COMPLETE PARTS G (1st), M (2nd), N (3rd), J (4th), P (5th; "OUR FAMILY" SCALE ONLY), and O (6th; TASK ONLY).*

☐ Father/Father Figure part of family unit but lives elsewhere
(WHERE? ______________________________).

☐ No Father/Father Figure

---

*Reduced Interview Schedule

THE PRIMARY CAREGIVER IS THE MAIN RESPONDENT FOR THE INTERVIEW SCHEDULE. STILL IN THE MAJORITY OF FAMILIES, THE PRIMARY CAREGIVER IS THE MOTHER/MOTHER FIGURE. FOR PURPOSES OF THIS STUDY, THE MOTHER/MOTHER FIGURE WILL BE ASKED TO COMPLETE ALL OR MOST PARTS OF THE INTERVIEW SCHEDULE, REGARDLESS OF WHETHER SHE HAS MAJOR OR SHARED RESPONSIBILITY FOR CAREGIVING. A FATHER/FATHER FIGURE WHO TRULY IS THE MAJOR CARETAKER WILL BE ASKED TO COMPLETE ALL OR MOST PARTS OF THE INTERVIEW SCHEDULE, AS INDICATED ABOVE.

IF A SECONDARY CAREGIVER IS PRESENT, IT WILL MOSTLY LIKELY BE THE FATHER/FATHER FIGURE. HE WILL BE ASKED TO COMPLETE CERTAIN PARTS OF THE INTERVIEW SCHEDULE, AS INDICATED ABOVE. PRIORITIES HAVE BEEN GIVEN TO THE INFORMATION TO BE OBTAINED FROM THE FATHER/FATHER FIGURE SINCE INTERVIEW TIME MAY BE MORE LIMITED.

IN SOME FAMILIES, AN ADULT OTHER THAN THE MOTHER/MOTHER FIGURE OR FATHER/FATHER FIGURE MAY SHARE RESPONSIBILITY FOR CAREGIVING. FOR EXAMPLE, THIS MIGHT OCCUR IN A FAMILY MADE UP OF CHILDREN, THEIR MOTHER, AND THE MATERNAL GRANDMOTHER, WHERE THE GRANDMOTHER IS A SECONDARY CAREGIVER. SHE WILL BE ASKED TO COMPLETE CERTAIN PARTS OF THE INTERVIEW SCHEDULE, AS INDICATED ABOVE. AGAIN, PRIORITIES HAVE BEEN ASSIGNED.

A FATHER/FATHER FIGURE WHO IS PRESENT IN THE HOME BUT WHO IS NOT INDICATED AS A CAREGIVER WILL ALSO BE ASKED TO COMPLETE CERTAIN PARTS OF THE INTERVIEW AS INDICATED ABOVE. AGAIN, PRIORITIES HAVE BEEN ASSIGNED.

GO TO NEXT PAGE

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ______________________

Part B. Child Information (RECORD RESPONSES ON APPROPRIATE RECORDING GRID)

General Child Information (RECORD RESPONSES ON GRID #1)

Now I'd like to ask you a few questions about each of your children.

1. First, I'd like you to tell me the first name of each of your children. Please include children who are living at home with you and children who are not living at home at this time. (RECORD IN COLUMN 1; FOR EACH CHILD LISTED ASK QUESTIONS 2 THROUGH 10.)

2. What is his/her sex? (CIRCLE M FOR MALE OR F FOR FEMALE IN COLUMN 2.)

3. Is (NAME) your child by birth (B), your child through adoption (A), a foster child (F), or a relative (R)? (CIRCLE APPROPRIATE LETTER IN COLUMN 3: IF CHILD IS RESPONDENT'S CHILD BY BIRTH, ASK 3a; IF CHILD IS NOT RELATED TO RESPONDEND BY BIRTH, ASK 3b.)

   3a. Is (NAME) your first-born, second-born, third-born, etc.? (RECORD ORDINAL POSITION BELOW DIAGONAL)

   3b. How long has (NAME) been living with you? (RECORD LENGTH OF TIME BELOW DIAGONAL)

4. When was (NAME) born? (RECORD MONTH/DAY/YEAR IN COLUMN 4)

5. COMPUTE AGE FOLLOWING INTERVIEW BASED ON CHILD'S BIRTHDAY AND DATE OF INTERVIEW.

6. What was the last grade (NAME) completed in school?

7. Is/Was (NAME) in a regular school program (R), a special help program (S), a program for gifted or talented students (G), a preschool program (P) (NOTE IF PRESCHOOL, NURSERY, OR DAY CARE IN SPACE BELOW), or other type (O)? (CIRCLE APPROPRIATE LETTER CODE IN COLUMN 7; IF CHILD IS/WAS IN A SPECIAL HELP (S) OR OTHER TYPE OF PROGRAM (O) ASK 7a.)

   7a. What kind of program is/was (NAME) enrolled in? (RECORD RESPONSE -- PARENT'S PERCEPTION OF PROGRAM -- IN COLUMN 7.)

8. (ASK FOR CHILD IN SCHOOL ONLY) What is the name of the school (NAME) now attends? (RECORD IN COLUMN 8.)

9. Is (NAME) presently working or enrolled in school or training programs? (IF YES, ASK FOR JOB, SCHOOL, OR TRAINING PROGRAM; RECORD IN COLUMN 9.)

10. Does (NAME) live here at home with you? (IF NO, ASK WHERE THEY LIVE; RECORD IN COLUMN 10.)

Part B. Recording Grid #1

1	2	3	4	5	6	7	8	9	10
Name	Sex	Relationship	Birthday	Age yrs-mo-day	Last Grade Completed	School Program	Name of School	Job, School, Trng. Program	Living At Home
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			
	M F	B / A / F / R	__/__/__	__/__/__		R S G P O			

Part B. Recording Grid #1 (Con't)

1	2	3	4	5	6	7	8	9	10
Name	Sex	Relationship	Birthday	Age yrs-mo-day	Last Grade Completed	School Program	Name of School	Job, School, Trng. Program	Living At Home
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			
	M F	B/A/F/R	_ _/_ _/_ _	_ _/_ _/_ _		R S G P O			

Specific Child Information (RECORD RESPONSES ON GRID #2; CIRCLE THE NUMBER CODE THAT COMES CLOSEST TO THE GIVEN RESPONSE; SPECIFY RESPONSES WHERE INDICATED BELOW NUMBER CODES: USE PAST TENSE FOR CHILDREN NO LONGER IN SCHOOL)

Now I'd like to ask you some things about just the children that are living at home.

1. TRANSFER NAMES OF CHILDREN WHO ARE LIVING AT HOME TO GRID #2 FROM GRID # 1 (COLUMN 10)

2. Did (NAME) attend a preschool, nursery, day care, or Headstart program? (CIRCLE YES OR NO IN COLUMN 2)

3. How much education do/did you want (NAME) to receive? (RECORD RESPONSE IN COLUMN 3)

   1. Postgraduate education (a higher degree)
   2. Graduate from University (a first degree)
   3. At least some University
   4. High school plus some vocational training
   5. Finish high school, or as much school as possible
   6. Leave school as soon as possible
   7. Other answer (Specify)

4. How much education do/did you expect (NAME) to receive? (RECORD RESPONSE IN COLUMN 4)

   1. Post graduate education (a higher degree)
   2. Graduate from University (a first degree)
   3. At least some University
   4. High school plus some vocational training
   5. Finish high school, or as much school as possible
   6. Leave School as soon as possible
   7. Other answer (Specify)

5. What about jobs? What kinds of jobs would you like (NAME) to have? (RECORD RESPONSE, INCLUDING NAME OF JOB DESIRED, IN COLUMN 5)

   1. Job requiring postgraduate education (doctor, dentist, lawyer, scientist, etc.)
   2. Job requiring university degree (teacher, engineer, CPA, architect)
   3. Parents have high educational expectations (See Q4) and they state that "it is up to the child to decide"
   4. Job requiring high school graduation and some vocational training
   5. Job requiring some high school education
   6. Job requiring little education, or parents have low educational expectations (See Q4) and they state that "it is up to the child to decide"
   7. Other answer (Specify)

TURN PAGE FOR RECORDING GRID #2 AND ADDITIONAL QUESTIONS

6. Do you really think (NAME) will become a (NAME THE JOB JUST MENTIONED)? (RECORD RESPONSE IN COLUMN 6)

1. Yes (emphatically!)
2. I hope so
3. No (I don't think so), or parents indicate that it is up to the child to decide, or parents say they don't care)
4. Other answer (Specify)

7. What kinds of things does (NAME) usually do in the evening after he/she gets home from school or work? (RECORD RESPONSES IN COLUMN 7)

1. Working on homework, reading
2. Watching TV, listening to radio or record player
3. Helping around home (e.g., trash, pets, chores)
4. Playing with brothers and sisters
5. Playing with neighborhood kids
6. Wandering aimlessly; no real activity
7. Activities with parents (Specify)
8. Hobby (Specify)
9. Other (Specify)

8. How often does (NAME) give or get help with problems or homework from brothers or sisters?

1. Nearly all the time
2. Quite a lot of the time
3. Not very much of the time
4. Never
5. Other anwser (Specify)

9. With whom does (NAME) spend most of his/her time; a close friend, a few close friends, a parent, or other family members? (RECORD RESPONSE IN COLUMN 9)

1. A close friend
2. A few close friends
3. Parent
4. Other family
5. Usually alone
6. Other answer (Specify)

10. Does (NAME) share a bedroom or does he/she have his/her own room? (CIRCLE 1 OR 2 IN COLUMN 10)

1. Own bedroom
2. Shares bedroom

11. Does (NAME) have any hobbies or interest such as collecting things, building models or other things? (IF YES, ASK ABOUT HOBBIES, INTERESTS AND RECORD RESPONSE IN COLUMN 11)

12. Every child has strong and weak points. Some children are able to do things that most children can't do. What are the things that (NAME) can do especially well? (RECORD RESPONSE IN COLUMN 12)

Part B. Recording Grid #2

1	2	3	4	5	6	7	8	9	10	11	12
Name	Pre-School	Educ. Want	Educ. Expect	Job Want	Job Expect	Home Activity	Educ. Help	Social Orient.	Bed-Room	Hobbies, Interests	Strengths
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2		
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2		
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2		
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2		
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2		

Part B. Recording Grid #2 (Con't)

1	2	3	4	5	6	7	8	9	10	11	12
Name	Pre-School	Educ. Want	Educ. Expect	Job Want	Job Expect	Home Activity	Educ. Help	Social Orient.	Bed-Room	Hobbies, Interests	Strengths
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5	1 2 3 4 5 6	1 2		
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2		
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2		
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2		
	Yes No	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2		

Other Information

1. May I ask how many children have you had -- if any -- who are not now living?

_______ (#) Or ☐ None (GO TO Q2)

1a. Could you tell me in just a few words what happened? ______________

2. Do any other adults live here besides you .. such as a grandmother. uncle, or friend?

☐ Yes ☐ No (GO TO PART C)

2a. What is/are the name(s)? (LIST EACH PERSON BELOW, RECORD SEX, THEN ASK Q's BELOW, AS APPROPRIATE, FOR EACH PERSON)

2b. What is this person's relationship to you? (RECORD BELOW)

2c. What is (NAME)'s age? (RECORD BELOW)

2d. At what job is (NAME) working? (RECORD BELOW)

2a		2b	2c	2d
Name	Sex	Relationship	Age	Occupation

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

Part C. Family Health

Now I'd like to ask you some questions about your family's health. This will include some questions about health problems that are common in many homes and some questions about health-related activities.

1. (SHOW CARD #1) On Side A of this card are listed common health complaints of children. Please look down the list as I read each item. Please tell me if any of your children often complain of any of the following: (INTERVIEWER READS AND RECORDS NAME(S) OF CHILDREN WITH HEALTH COMPLAINT, 1a.)

1a. Who is this?

Colds ____________________
Ear infections ____________________
Stomach aches, pains ____________________
Headaches ____________________
Seizures, convulsions ____________________
Cuts, bruises from accident, falling ____________________
Too tired (gets tired easily) ____________________
Other: ______________ ____________________

1b. Have any of your children been knocked out after a fall or had any mild hits on the head? ____________________

2. (CONTINUE TO SHOW CARD #1) Now I'd like you to look at Side B of this card. Here are listed some common health problems and conditions. Would you mind telling me if anyone in your immediate family--adults or children--have any of the following conditions? (INTERVIEWER READS AND RECORDS NAME(S) OF FAMILY MEMBERS WITH CONDITION, 2a.)

2a. Who is this?

Asthma or bronchitis ____________________
Kidney disease ____________________
Diabetes ____________________
Low blood sugar ____________________
Heart disease ____________________
Cystic fibrosis ____________________
High blood sugar ____________________

Thyroid disease	
Drug addiction	
Cancer	
Alcoholism	
Other:	

THIS QUESTION MAY EVOKE IMPORTANT ANECDOTAL INFORMATION, EITHER SPONTANEOUSLY OR THROUGH NONDIRECT PROBES SUCH AS, "COULD YOU TELL ME MORE ABOUT THAT?" OR "IS THERE ANYTHING ELSE YOU'D CARE TO SHARE ABOUT (NAME'S CONDITION)? RECORD ADDITIONAL COMMENTS BELOW.

3. Has anyone in your family ever had any problems with their vision?

☐ Yes ☐ No (GO TO Q4)

3a. Who is this?

3b. What is/was the problem?

3c. When did you first notice this?

3d. Was anything done to correct it?

4. Has anyone in your family ever had any problems with their hearing?

☐ Yes ☐ No (GO TO Q5)

4a. Who is this?

4b. What is/was the problem?

☐ ☐ ☐ ☐

4c. When did you first notice this? ______________________________

____

4d. Was anything done to correct it? ______________________________

____

5. Does anyone in your family have a physical handicap; that is, does anyone have problems getting around?

☐ Yes ↓ ☐ No (GO TO Q6)

5a. Who is this? ______________________________

5b. Could you tell me how this happened? ______________________________

____

____

5c. Does (NAME) use a wheelchair, walker, braces, or other kind of aid?

☐ Wheelchair ☐ Braces ☐ No (Go to Q6)

☐ Walker ☐ Other (Specify) ________

5d. Does this affect (NAME)'S ability to do their usual work or attend school?

☐ Yes ☐ No ☐ Don't know

6. Except for when you had a baby, have you or anyone else in your family ever had to go to a hospital or other institution?

☐ Yes ↓ ☐ No (GO TO Q 7)

6a. Who was this? (RECORD ON NEXT PAGE)

6b. When was this? (RECORD ON NEXT PAGE)

6c. How long did (NAME) stay there? (RECORD ON NEXT PAGE)

6d. Why was it necessary for (NAME) to go there? (RECORD ON NEXT PAGE)

6a	6b	6c		6d
Name	When	Length of Stay		Reason
		Out-patient (✓)	In-patient	

7. Does your family have one certain doctor whom you contact for any illness or injury you may have, or do you go to a certain clinic, or do you select different doctors or clinics depending on the problem, or don't you have any regular doctor or clinic that you use?

☐ Certain doctor
☐ Certain clinic
☐ Different doctors or clinics
☐ No regular doctor or clinic

8. Do family members use medical services for routine care, such as dental checkups, or only when needed, or for both routine and emergency care, or rarely for anything.

☐ Routine care ☐ Only when needed ☐ Both ☐ Rarely for anything

9. About how many visits has your family made to the doctor or clinic in the past year for illness, injuries, or other health problems?

# Visits ____________________

10. Does anyone in your family smoke cigarettes?

☐ Yes ↓ ☐ No (GO TO Q11)

10a. Who is this? (LIST NAMES) → 10b. How much do you/they smoke in one day?

____________________	☐ Less than 5 ☐ 1 pack ☐ 1/2 pack ☐ More than 1 pack
____________________	☐ Less than 5 ☐ 1 pack ☐ 1/2 pack ☐ More than 1 pack
____________________	☐ Less than 5 ☐ 1 pack ☐ 1/2 pack ☐ More than 1 pack

11. Does your family participate in any food assistance program such as the Supplemental Food Program for Women and Children (WIC), food stamps, school hot lunch, or some other program?

☐ WIC ☐ School hot lunch ☐ No
☐ Food stamps ☐ Other (Specify) __________

12. Is your family covered by health insurance?

☐ Yes ☐ Only some members ☐ No (GO TO Q13)

12a. What kind of health insurance do you have? (e.g., Wisconsin Physicians Service (WPS), Blue Cross/Blue Shield, Medicaid, Medicare, etc.) ____________________

____

____

13. Some people are more satisfied than others about the quality of care they've had from the medical and health care community. (SHOW CARD #2). I'd like you to tell me which face best sums up how you feel about the medical and health services your family have received. (CIRCLE RESPONSE)

1 2 3 4 5

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ________________________

☐ ☐ ☐ ☐

Part D. Family Activities*

(HAND RESPONDENT PARENT ANSWER FORM BOOKLET) In this booklet are answer forms that we will be using at different times during the interview. These forms will be kept confidential. All forms will be identified by code. (POINT TO CODE BOX) No names will be put on any forms.

We're interested in understanding more about your family...the kinds of activities you take part in, the way you feel about your schools, and questions like these. Frank answers to questions will help us get to know you better, and we hope, will help schools to improve their programs for children. Please turn to Page 1 in your booklet. Here are some examples of how to answer the question, "How important is it that your children learn to swim?" If "very important" tells best how you would answer this question, your answer would look like Example #1. If "unimportant" tells best how you would answer this question," your answer would look like Example #2. If you think it is "somewhat important" that you children learn to swim, your answer would look like Example #3. If you think learning to swim is "somewhat unimportant," your answer would look like Example #4. If you feel your answer would fall about halfway between these extremes of very important and unimportant, you would mark the middle blank, as shown in Example #5.

The choice of answers for each of the questions I'm going to ask are different than these examples, but the idea is the same. You place your "X" in one of the blanks to show how you would answer the question.

Now turn to Page 2 of your booklet. I will read each question aloud while you mark your answer in the booklet. Think about each question as it concerns your children in general. If the way you would answer would be very different for a particular child, tell me how it would be different. (IF THIS OCCURS, OBTAIN A RESPONSE FOR CHILDREN IN GENERAL. THEN INDICATE BELOW THE QUESTION, FOR WHOM IT WOULD BE DIFFERENT AND THE RESPONSE IN TERMS OF THE PARTICULAR CHILD. ALSO RECORD OTHER COMMENTS BELOW EACH QUESTION.)

INTERVIEWER READS QUESTIONS AND ENDS OF THE RESPONSE CONTINUUM WHILE RESPONDENT MARKS IN BOOKLET.

The first question is...

1. Not counting what happens at school, how often do your children go to the library, or a museum, or someplace like that?

   Once a week _____: _____: _____: _____: _____ Less than once a year

   COMMENTS:

---

*Items used in "Family Activities" have been adapted from the Henderson Environment Learning Process Scale (Henderson, Bergan, & Hunt, 1972). Used with permission.

2. When your children have a chance to choose what to do around the house, how often do they choose to look at a book or magazine?

Almost every day ______: ______: ______: ______: ______ Very seldom

COMMENTS:

3. How often do you attend social gatherings (e.g., parties, dances, church activities, PTA)?

Less than once a year ______: ______: ______: ______: ______ Once a week

COMMENTS:

4. How often do you take part in social activities in which some of the people are of different ethnic groups or races (e.g., church, parties, etc.)?

Once a week ______: ______: ______: ______: ______ Less than once a year

COMMENTS:

5. How often do you visit someone who is not related to you?

Almost never ______: ______: ______: ______: ______ Almost daily

COMMENTS

6. How often do you visit friends who live in neighborhoods other than your own?

Almost daily ______: ______: ______: ______: ______ Almost never

COMMENTS:

7. How often do you talk to your children about things they have seen on TV? (CHECK ________ IF NO TV)

Almost never ______: ______: ______: ______: ______ Almost daily

COMMENTS:

8. If your children ask you a question you can't answer, how often do you try to find the answer by looking in a book?

Never ________: ________: ________: ________: ________ Always

COMMENTS:

9. How often do your children see you reading something?

Almost every day ______: ______: ______: ______: ______ Never

COMMENTS:

DIRECT RESPONDENT TO TURN TO PAGE 3 IN THEIR BOOKLET.

10. How often do your children see other adults living in the home reading something?

Almost every day ______: ______: ______: ______: ______ Never

COMMENTS:

11. How often do your children see you reading a novel, or some other book?

Never _______: _______: _______: _______: _______ Almost every day

COMMENTS:

12. How often do your children's activities include pretending "real life" adult activities, such as keeping house, working in a store, or driving a bus? (ALSO COUNT ADULT CHORES THAT CHILDREN ACTUALLY DO)

Very often ________ : ________ : ________ : ________ : ________ Never

COMMENTS:

13. How much do you or other adults in the home talk with the children at mealtime?

Not much _______ : _______ : _______ : _______ : _______ Most of the time

COMMENTS:

14. How much did you read to your children before they could read for themselves?

Almost never ______ : ______ : ______ : ______ : ______ Almost daily

COMMENTS:

REMIND RESPONDENT TO TELL YOU IF THEIR RESPONSE WOULD BE VERY DIFFERENT FOR A PARTICULAR CHILD. IF SO, OBTAIN A RESPONSE FOR CHILDREN IN GENERAL, THEN INDICATE BELOW THE QUESTION FOR WHOM IT WOULD BE DIFFERENT AND THE RESPONSE IN TERMS OF THE PARTICULAR CHILD.

15. How often do you tell your children that they have behaved well at school?

Very often (Whenever I find out) ______ : ______ : ______ : ______ : ______ Never (Never find out)

COMMENTS:

16. How often do you read the newspaper?

Daily __________: __________: __________: __________: __________ Never

COMMENTS:

17. How often do your children come to you with homework problems?

Very often _________: _________: _________: _________: _________ Never

COMMENTS:

18. How much did you help your children to recognize words or letters before they entered school?

A great deal ________: ________: ________: ________: ________ None

COMMENTS:

19. How often do you ask your children what they have done in school?

Almost never _______: _______: _______: _______: _______ Almost every day

COMMENTS:

20. How often do you give your children a pat or hug or something like that when you are pleased with the way they are learning?

Very often _______: _______: _______: _______: _______ Almost never

COMMENTS:

21. How often do you tell friends or family about some clever thing one of your children has said?

Very often ______: ______: ______: ______: ______ Almost never

COMMENTS:

22. When your children go someplace with you, how likely are you to point out things which they might not have noticed before?

Very unlikely ______: ______: ______: ______: ______ Very likely

COMMENTS:

23. How often do you explain to your children what steps must come first, second, and so on, in doing some task?

Very often ______: ______: ______: ______: ______ Very seldom

COMMENTS:

☐☐☐☐

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

Part E. Attitudes Toward Education and Child Rearing

We've talked a little about some things that involve learning and education. One of the main goals of this project is to learn more about how parents feel about their children's schools.

1. When was your most recent contact with the school concerning your children's education?

   ☐ Within the last 2 weeks ☐ Within the last month ☐ Within the last 3 months ☐ More than 3 months ago

2. What was the reason for the contact? (IF BEHAVIOR OR ACADEMIC PROBLEM, PROBE: "WHO WAS HAVING THE PROBLEM? WHAT WAS THE PROBLEM? WHAT WAS DONE?")

   ____
   ____
   ____
   ____
   ____

3 Were you satisfied with what happened?

   ☐ No ↓ ☐ Yes (GO TO Q4)

   3a. What could have been improved? ____________________
   ____
   ____

4. Have any of your children skipped or repeated a grade in school?

   ☐ Yes ↓ ☐ No (GO TO Q5)

4a. Who was this? →	4b. Skipped or repeated? →	4c. What grade?

☐☐☐☐

5. (SHOW CARD #2) I'd like you to tell me which face best sums up how you feel about the contacts you've had with the schools, in general. (CIRCLE RESPONSE)

1 2 3 4 5

6. For the most part, teachers teach children in school classrooms. If it were possible, would you be interested in working on learning activities in your home with your child and a teacher? For example, learning how to better help your child with a difficult problem or how to make daily chores richer learning activities?

☐ Yes ☐ No ☐ Don't know

7. In some communities, people have gotten together to form a "parent center." At the center, a parent can learn ways of helping their children do better in school. They can check out games and other activities to use with their children. People at the center can also help parents find answers to problems they may have concerning themselves or their children. If (NAME OF TOWN) had a parent center, do you think you would use it?

☐ No ☐ Don't know ☐ Yes (GO TO Q8)

7a. May I ask why you feel this way? ______________________________

8. Would you be interested in being in a group where parents get together to talk about "being parents."

☐ Already in group ☐ Yes ☐ No ☐ Don't know (GO TO Q9)

8a. What group is that? ______________________________

8b. What kinds of things do you do as a group? ______________________________

9. Most parent-teacher meetings and parent groups take place at school. Do you have a car or some other way of getting to these meetings?

☐ Yes ☐ No

☐☐☐☐

10. Do you have child care, if needed, to enable you to go to these meetings?

☐ Yes

10a. Who would care for your child(ren)?

____

____

____

☐ No

10b. Would you like the schools to provide this service or help you find someone?

☐ Yes ☐ No ☐ Don't know

Getting an idea of what happens or how often something happens is only part of the "family picture." We are also as interested in knowing some of your opinions on raising and educating children.*

(SHOW CARD #2) On this card are five facial expressions and a number that goes with each one. I'm going to read aloud some statements and would like you to tell me how much you agree or disagree with each statement. Tell me #1 if you strongly disagree with the statement; #2 if you disagree somewhat, #3 if you're not sure. Tell me #4 if you agree somewhat with the statement or #5 if you strongly agree. I'll read each statement aloud. After I finish each one, please tell me the number that indicates how much you agree or disagree with the statement.

INTERVIEWER READS ITEMS AND PUTS AN "X" OVER RESPONDENT'S CHOICE FOR EACH ITEM

The first statement is ...	(PUT AN "X")				
11. The most important thing to teach children is absolute obedience to parents.	1	2	3	4	5
12. Now that my child is in school, the school has the main responsibility for his/her education	1	2	3	4	5
13. Children generally do not do what they should unless someone sees to it.	1	2	3	4	5
14. I teach my children that he/she should be doing something useful at all times.	1	2	3	4	5
15. It's all right for my child to disagree with me.	1	2	3	4	5
16. Children should always obey their parents.	1	2	3	4	5

---

*Items 11 through 25 comprise the Parental Modernity Scale (Schaefer & Edgerton, 1981). Used with permission.

17. Teachers need not be concerned with what goes on in a child's home. 1 2 3 4 5

18. I go along with the game when my child is pretending something. 1 2 3 4 5

19. Parents should teach their children to have unquestioning loyalty to them. 1 2 3 4 5

20. Teachers should discipline all the children the same. 1 2 3 4 5

21. Children should not question the authority of their parents. 1 2 3 4 5

22. What I teach my child at home is very important to his/her school success. 1 2 3 4 5

23. Children will be bad unless they are taught what is right. 1 2 3 4 5

24. A child's ideas should be seriously considered in making family decisions. 1 2 3 4 5

25. A teacher has no right to seek information about a child's home background. 1 2 3 4 5

26. It is important for a child to be curious about things. 1 2 3 4 5

27. How would you describe a "good teacher?" ______________________________

____

____

____

____

28. Are there any changes or new things you would like to see happen that concern your children's education?

____

____

____

____

____

____

____

Probes

"How could it be improved?"

"How could it be different?"

"How would you like it to be?"

"Could you give me an example of what you mean by ________________?"

"What do you mean by __________________?"

"How does _________________ differ from what you experiences in another school or place?"

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________
... OR ... ☐ No Mother/Mother Figure in Home (SKIP THIS SECTION)

☐☐☐☐

Part F. Mother/Mother Figure Information

We've talked a lot about your children and your family. Now I would like to spend some time learning more about you...a little about your background and your lifestyle, and the way you feel about certain things. If at anytime you feel a question is an invasion of your privacy, feel free not to answer it. We would prefer to have no answers to some questions rather than intrude.

1. When were you born? ____________________(MONTH/DAY/YEAR)

2. I would like you to recall when you were in school. What kind of student were you? How would you describe yourself? ____________________

____

____

____

3. What was the last grade of school you completed?

☐ 3rd ☐ 6th ☐ 9th
☐ 4th ☐ 7th ☐ 10th ☐ 12th
☐ 5th ☐ 8th ☐ 11th (GO TO Q4)

3a. Would you mind telling me why you left school? ____________________

____

____

____

4. Did you skip or repeat a grade in school?

☐ Yes ☐ No
(GO TO Q5)

4a. Would you mind explaining the circumstances? ____________________

____

____

____

5. Did your education include Kindergarten?

☐ Yes ☐ No

6. Have you had any additional education or training?

☐ None

☐ Vocational/Technical Training (Specify) ______________________
____

☐ Some College

☐ Community/Junior College Graduate

☐ Four Year College/University Graduate

☐ Some Postgraduate Study

☐ Advanced Degree

☐ Other (Specify) ______________
____

GO TO NEXT PAGE

7. Now I have a few questions to ask about your work. First, are you employed now, looking for work, retired, or what?

☐ Employed ☐ Looking ☐ Retired ☐ Housewife ☐ Other (Specify)__________ ☐ Never worked (GO TO Q10)

7a. What kind of work (are/were) you doing? (For example: electrical engineer, stock clerk, farmer) RECORD BELOW)

7b. In about what month and year did you start this job? (RECORD BELOW)

7c. What (are/were) your most important activities or duties? (For example: kept account books, filed, sold cars, operated printing press, finished concrete) (RECORD ANSWER BELOW)

7d. What kind of business or industry was this? (For example: TV and radio manufacturer, retail shoe store, State Labor Dept., farm) (RECORD BELOW)

7e. (Are/Were) you: ...An employee of a private company, business or individual for wages, salary, or commission? (CIRCLE 1 BELOW)

...A government employee? (Federal, state, county, or local government?) (CIRCLE 2 BELOW)

...Self-employed in own business, professional practice, or farm? IF YES, ASK: Is your own business not incorporated or farm (CIRCLE 3 BELOW) OR
Is your own business incorporated (CIRCLE 4 BELOW)

...Working without pay in a family business or farm? (CIRCLE 5 BELOW)

7f. Approximately how many hours per week (are/were) you working? (RECORD BELOW)

7g. Why did you leave that job? (RECORD BELOW)

ASK Q's a THROUGH f FOR CURRENT JOB, THEN ASK Q's a THROUGH g FOR THE TWO PREVIOUS JOBS.
NOTE: IF YOU HAVE ANY REASON TO BELIEVE THAT A PAST OR CURRENT PLACE OF EMPLOYMENT POSSESSES SERIOUS HEALTH HAZARDS, PROBE: "DO/DID YOU WORK WITH OR IN A PLACE WITH CHEMICALS, X-RAYS OR HORMONES?" RECORD RESPONSE IN THE MARGINS OF THE EMPLOYMENT HISTORY PAGES.

36

	7a	7b		7c	7d	7e	7f	7g
JOB	What kind of work (are/were) you doing	In about what month and year did you... Start?	Leave?	What (are/were) your most important activities?	What kind of business or industry (is/was) this?	Employment Status	About how many hours (are/-were you work-ing per week?	Why did you leave?
Cur-rent Job			▨			1 2 3 4 5		▨
2						1 2 3 4 5		
3						1 2 3 4 5		

8. (SHOW CARD #2) FOR Q's 8 AND 9) How satisfied are you, on the whole, with the job (including housewife) you have? What facial expression best sums up how satisfied you are? Just tell me the number that goes with the face. (CIRCLE RESPONSE)

1 2 3 4 5

9. (FOR RESPONDENT EMPLOYED OUTSIDE THE HOME) What chances do you have to advance or get a better job? Which facial expression best sums up what your chances are? Just tell me the number that goes with the face. (CIRCLE RESPONSE)

1 2 3 4 5

10. What is your current marital status, married, widowed, divorced, separated, or never married?

☐ Married ☐ Divorced ☐ Never married

☐ Widowed ☐ Separated (GO TO Q11 IF PRESENCE OF A PARTNER HAS BEEN INDICATED)

10a. In what year did this occur? ______________(YEAR)

10b. How old were you when you were first married __________(YEARS)

10c. How many times have you been married? ________(#)

10d. How many times have you been divorced? ________(#)

11. (ASK IF MARRIED OR PRESENCE OF A PARTNER HAS BEEN INDICATED.) The way people feel about their relationship with their spouse/partner varies. Some times are better than others. When the two of you seem to agree on things and share interests and friendship, you could say you are "in harmony." (SHOW CARD #2) Which facial expression best sums up the "harmony" of your relationship at this time? Just tell me the number that goes with the face. (CIRCLE RESPONSE)

1 2 3 4 5

12. I'd like to ask you a few questions about your experience with pregnancy and childbirth. Have you had any illnesses, accidents, or other difficulties during any of your pregnancies?

☐ Yes ☐ No (GO TO Q13)

12a. What child was this? ______________________________

12b. Could you briefly describe the circumstances? ______________

____

____

12c. In what month of pregnancy did this occur? ______________

______________________________________ ☐ Don't remember

13. Was there anything unusual about the birth of any of your children?

☐ Yes ☐ No (GO TO "SELF DESCRIPTION")

13a. With what child was this? ______________________________

13b. Could you briefly describe the circumstances? ______________

____

____

Self-Description*

Now I'd like you to turn to Page 5 of your booklet. On this page are words which describe different kinds of moods and feelings. I'd like you to mark an "X" in the boxes beside the words which describe how you generally feel. Some of the words may sound alike, but I want you to check all the words that describe your feelings. I will read each word aloud while you mark the boxes that describe how you generally feel. (IF REQUESTED, A WORD MAY BE DEFINED FOR THE RESPONDENT STAYING AS CLOSE TO THE STANDARD DEFINITION AS POSSIBLE. NOTE EXCESSIVE REQUESTS FOR DEFINITION.)

INTERVIEWER READS WORDS WHILE RESPONDENT MARKS IN BOOKLET.

1. Active
2. Afraid
3. Agreeable
4. Alive
5. Alone
6. Amiable
7. Angry
8. Awful
9. Blue
10. Calm
11. Cooperative
12. Cruel
13. Devoted
14. Disagreeable
15. Discouraged
16. Fearful
17. Fine
18. Forlorn
19. Frightened
20. Gay
21. Gloomy
22. Healthy
23. Hopeless
24. Kindly
25. Lonely
26. Lost
27. Low
28. Mad
29. Merry
30. Miserable
31. Nervous
32. Panicky
33. Polite
34. Rejected
35. Shaky
36. Suffering
37. Sunk
38. Sympathetic
39. Tender
40. Tense
41. Terrible
42. Tormented
43. Understanding
44. Unhappy
45. Upset
46. Warm
47. Wilted
48. Worrying

---

*Items 1 through 48 comprise the brief form of the Multiple Affect Adjective Checklist (Zuckerman & Lubin, 1965) Used with permission.

☐☐☐☐

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________
... OR ... ☐ No Father/Father Figure in Home (SKIP THIS SECTION)

Part G. Father/Father Figure Information

QUESTIONS ARE PHRASED FOR DIRECT INTERVIEWING. HOWEVER, ON VISIT # 1 PLEASE OBTAIN INFORMATION BY REPORT. INDICATE RESPONSENT ABOVE AND REPHRASE QUESTIONS BY REFERRING TO "SPOUSE," "HUSBAND," "PARTNER," ETC., AS APPROPRIATE. ALSO, FOR INFORMATION OBTAINED BY REPORT, INSTRUCT RESPONDENT TO TELL YOU IF SHE IS UNSURE OR DOESN'T KNOW AN ANSWER. NOTE "NS" FOR "NOT SURE" OR "DK" FOR "DON'T KNOW" WHERE THIS OCCURS. TRY TO OBTAIN OR VERIFY ANSWERS WITH FATHER/FATHER FIGURE AT ANOTHER TIME USING THIS SAME INTERVIEW FORM AND A CONTRASTING PEN OR MARKER.

I'd like to ask you some questions about your background and your lifestyle, and the way you feel about certain things. If at any time you feel a question is an invasion of your privacy, feel free not to answer it. We would rather have no answers to some questions rather than intrude.

1. When were you born? ____________________ (MONTH/DAY/YEAR)

2. I'd like you to recall when you were in school. What kind of student were you? How would you describe yourself? ____________________

____

____

____

3. What was the last grade of school you completed?

☐ 3rd ☐ 6th ☐ 9th
☐ 4th ☐ 7th ☐ 10th ☐ 12th
☐ 5th ☐ 8th ☐ 11th (GO TO Q4)

3a. Would you mind telling me why you left school? ____________________

____

____

____

4. Did you skip or repeat a grade in school?

☐ Yes ↓ ☐ No (GO TO Q5)

4a. Would you mind explaining the circumstances? ____________________

____

____

5. Did your education include Kindergarten?

☐ Yes ☐ No

6. Have you had any additional education or training?

☐ None

☐ Vocational/Technical Training (Specify) ______

____

☐ Some College

☐ Community/Junior College Graduate

☐ Four Year College/University Graduate

☐ Some Postgraduate Study

☐ Advanced Degree

☐ Other (Specify) ________

____

GO TO NEXT PAGE

7. Now I have a few questions to ask about your work. First, are you employed now, looking for work, retired, or what?

☐ Employed ☐ Looking ☐ Retired ☐ Househusband ☐ Other (Specify)____ ☐ Never worked (GO TO Q10)

7a. What kind of work (are/were) you doing? (For example: electrical engineer, stock clerk, farmer) (RECORD BELOW)

7b. In about what month and year did you start this job? (RECORD BELOW)

7c. What (are/were) your most important activities or duties? (For example: kept account books, filed, sold cars, operated printing press, finished concrete) (RECORD ANSWER BELOW)

7d. What kind of business or industry was this? (For example: TV and radio manufacturer, retail shoe store, State Labor Dept., farm) (RECORD BELOW)

7e. (Are/Were) you: ...An employee of a private company, business or individual for wages, salary, or commission? (CIRCLE 1 BELOW)

...A government employee? (Federal, state, county, or local government?) (CIRCLE 2 BELOW)

...Self-employed in own business, professional practice, or farm? IF YES, ASK: Is your own business not incorporated or farm (CIRCLE 3 BELOW) OR Is your own business incorporated (CIRCLE 4 BELOW)

...Working without pay in a family business or farm? (CIRCLE 5 BELOW)

7f. Approximately how many hours per week (are/were) you working? (RECORD BELOW)

7g. Why did you leave your job? (RECORD BELOW)

ASK Q's a THROUGH f FOR CURRENT JOB, THEN ASK Q's a THROUGH g FOR THE TWO PREVIOUS JOBS. NOTE: IF YOU HAVE ANY REASON TO BELIEVE THAT A PAST OR CURRENT PLACE OF EMPLOYMENT POSSESSES SERIOUS HEALTH HAZARDS, PROBE: "DO/DID YOU WORK WITH OR IN A PLACE WITH CHEMICALS, X-RAYS OR HORMONES?" RECORD RESPONSE IN THE MARGINS OF THE EMPLOYMENT HISTORY PAGES.

116 117

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ________________

☐☐☐☐

	7a	7b		7c	7d	7e	7f	7g
JOB	What kind of work (are/were) you doing	In about what month and year did you...		What (are/were) your most important activities?	What kind of business or industry (is/was) this?	Employment Status	About how many hours (are/were you working per week?	Why did you leave?
		Start?	Leave?					
Current Job						1 2 3 4 5		
2						1 2 3 4 5		
3						1 2 3 4 5		

8. (SHOW CARD #2 FOR Q's 8 AND 9). How satisfied are you, on the whole, with the job (including house-husband) you have? (What facial expression best sums up how satisfied you are? Just tell me the number that goes with the face. (FOR REPORT ASK, "HOW SATISFIED DO YOU THINK YOUR SPOUSE/PARTNER IS WITH HIS JOB? WHAT FACIAL EXPRESSION BEST SUMS UP HOW SATISFIED YOU THINK HE IS?" CIRCLE RESPONSE)

1 2 3 4 5

9. (FOR RESPONDENT EMPLOYED OUTSIDE THE HOME) What chances do you have to advance or get a better job? Which facial expression best sums up what your chances are? Just tell me the number that goes with the face. (FOR REPORT ASK, "WHAT CHANCES DO YOU THINK YOUR SPOUSE/PARTNER HAS TO ADVANCE OR GET A BETTER JOB? WHICH FACIAL EXPRESSION BEST SUMS UP WHAT YOU THINK HIS CHANCES ARE?" CIRCLE RESPONSE)

1 2 3 4 5

45 (INSERT)*

---

*Use INSERT to record Father/Father Figure's employment history if also obtained directly from him.

10. What is your current marital status, married, widowed, divorced, separated, or never married?

☐ Married ☐ Divorced ☐ Never married

☐ Widowed ☐ Separated (GO TO Q11 IF PRESENCE OF A PARTNER HAS BEEN INDICATED)

10a. In what year did this occur? ______________ (YEAR)

10b. How old were you when you first married? ______________ (YEARS)

10c. How many times have you been married? ______________ (#)

10d. How many times have you been divorced? ______________ (#)

11. (ASK IF DIRECT INTERVIEW ONLY AND IF MARRIED OR PRESENCE OF A PARTNER HAS BEEN INDICATED) The way people feel about their relationship with their spouse/partner varies. Some times are better than others. When the two of you seem to agree on things and share interests and friendship, you could say you are "in harmony." (SHOW CARD #2) Which facial expression best sums up the "harmony" of your relationship at this time? Just tell me the number that goes with the face. (CIRCLE RESPONSE)

1 2 3 4 5

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________
... OR ... ☐ No Other Adult in Home (SKIP THIS SECTION)

Part H. Other Adult Information

QUESTIONS ARE PHRASED FOR DIRECT INTERVIEWING. IF INFORMATION IS OBTAINED INDIRECTLY BY REPORT, INDICATE RESPONDENT ABOVE AND REPHRASE QUESTIONS AS APPROPRIATE. ALSO, FOR INFORMATION OBTAINED BY REPORT, INSTRUCT RESPONDENT TO TELL YOU IF HE/SHE IS UNSURE OR DOESN'T KNOW AN ANSWER. NOTE "NS" FOR "NOT SURE" OR "DK" FOR "DON'T KNOW" WHERE THIS OCCURS. TRY TO OBTAIN OR VERIFY ANSWERS WITH OTHER ADULT AT ANOTHER TIME.

1. (RECORD SEX OF RESPONDENT: ☐ Female ☐ Male)

2. When were you born? ____________________ (MONTH/DAY/YEAR)

3. I'd like you to recall when you were in school. What kind of student were you? How would you describe yourself? ____________________

4. What was the last grade of school you completed?

☐ 3rd ☐ 6th ☐ 9th
☐ 4th ☐ 7th ☐ 10th ☐ 12th (GO TO Q4)
☐ 5th ☐ 8th ☐ 11th

4a. Would you mind telling me why you left school? ____________________

5. Did you skip or repeat a grade in school?

☐ Yes ☐ No (GO TO Q6)

5a. Would you mind explaining the circumstances? ____________________

☐☐☐☐

6. Did your education include Kindergarten?

☐ Yes ☐ No

7. Have you had any additional education or training?

- ☐ None
- ☐ Vocational/Technical Training (Specify) ____________________ ______________________________
- ☐ Some College
- ☐ Community/Junior College Graduate
- ☐ Four Year College/University Graduate
- ☐ Some Postgraduate Study
- ☐ Advanced Degree
- ☐ Other (Specify) ____________ ______________________________

GO TO NEXT PAGE

8. Now I have a few questions to ask about your work. First, are you employed now, looking for work retired, or what?

☐ Employed ☐ Looking ☐ Retired ☐ Househusband ☐ Other (Specify) ________ ☐ Never worked (GO TO Q11)

8a. What kind of work (are/were) you doing? (For example: electrical engineer, stock clerk, farmer) (RECORD BELOW)

8b. In about what month and year did you start this job? (RECORD BELOW)

8c. What (are/were) your most important activities or duties? (For example: kept account books, filed, sold cars, operated printing press, finished concrete) (RECORD ANSWER BELOW)

8d. What kind of business or industry was this? (For example: TV and radio manufacturer, retail shoe store, State Labor Dept., farm) (RECORD BELOW)

8e. (Are/Were) you: ...An employee of a private company, business or individual for wages, salary, or commission? (CIRCLE 1 BELOW)

...A government employee? (Federal, state, county, or local government?) (CIRCLE 2 BELOW)

...Self-employed in own business, professional practice, or farm? IF YES, ASK: Is your own business not incorporated or farm (CIRCLE 3 BELOW) OR Is your own business incorporated (CIRCLE 4 BELOW)

...Working without pay in a family business or farm? (CIRCLE 5 BELOW)

50

8f. Approximately how many hours per week (are/were) you working? (RECORD BELOW)

8g. Why did you leave your job? (RECORD BELOW)

ASK Q's a THROUGH f FOR CURRENT JOB, THEN ASK Q's a THROUGH g FOR THE TWO PREVIOUS JOBS. NOTE: IF YOU HAVE ANY REASON TO BELIEVE THAT A PAST OR CURRENT PLACE OF EMPLOYMENT POSSESSES SERIOUS HEALTH HAZARDS, PROBE: "DO/DID YOU WORK WITH OR IN A PLACE WITH CHEMICALS, X-RAYS OR HORMONES?" RECORD RESPONSE IN THE MARGINS OF THE EMPLOYMENT HISTORY PAGES.

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ________________

☐☐☐☐

	8a	8b		8c	8d	8e	8f	8g
JOB	What kind of work (are/were) you doing	In about what month and year did you... Start?	Leave?	What (are/were) your most important activities?	What kind of business or industry (is/was) this?	Employment Status	About how many hours (are/were you working per week?	Why did you leave?
Current Job			▨			1 2 3 4 5		▨
2						1 2 3 4 5		
3						1 2 3 4 5		

9. (SHOW CARD #2 FOR Q's 9 AND 10) How satisfied are you, on the whole, with the job (including housekeeping) you have? What facial expression best sums up how satisfied you are? Just tell me the number that goes with the face. (FOR REPORT, ASK, "HOW SATISFIED DO YOU THING (OTHER ADULT'S NAME) IS WITH HIS/HER JOB? WHAT FACIAL EXPRESSION BEST SUMS UP HOW SATISFIED YOU THINK HE/SHE IS?" CIRCLE RESPONSE)

1 2 3 4 5

10. (FOR RESPONDENT EMPLOYED OUTSIDE THE HOME) What chances do you have to advance or get a better job? Which facial expression best sums up what your chances are? (FOR REPORT ASK, "WHAT CHANCES DO YOU THINK (OTHER ADULT'S NAME) HAS TO ADVANCE OR GET A BETTER JOB? WHICH FACIAL EXPRESSION BEST SUMS UP WHAT YOU THINK HIS/HER CHANCES ARE? CIRCLE RESPONSE)

1 2 3 4 5

---

*Use INSERT to record Other Adult's employment history if also obtained directly from him/her.

☐☐☐☐

11. What is your current marital status, married, widowed, divorced, separated, or never married?

☐ Married ☐ Divorced ☐ Never married

☐ Widowed ☐ Separated (GO TO Q12 IF PRESENCE OF A PARTNER HAS BEEN INDICATED)

11a. In what year did this happen? ________________(YEAR)

11b. How old were you when you first married? __________(YEARS)

11c. How many times have you been married? ____________(#)

11d. How many times have you been divorced? ____________(#)

12. (ASK IF DIRECT INTERVIEW ONLY) The way people feel about their relationship with those they live with varies. Some times are better than others. When you both seem to agree on things and share interests and friendship, you could say you are "in harmony." (SHOW CARD #2) Which facial expression best sums up the "harmony" of your relationship at this time. Just tell me the number that goes with the face. (CIRCLE RESPONSE)

1 2 3 4 5

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ________________

☐☐☐☐

Part I. Background Information

Now I'd like to ask you some background questions. Sometimes background information can be helpful in understanding more important concerns. If at anytime you feel a question is an invasion of your privacy, feel free not to answer it. We would prefer to have no answers to some questions rather than intrude. (IF RESPONSENT REFUSES TO ANSWER A QUESTION, ENTER "NR" IN THE SPACE)

1. First, could you tell me about how many times you moved in the last 3 years? ________(#)

2. About how many years have you lived in this home?

   ☐ # Years ☐ All my life (GO TO Q6)

3. How long have you lived in this neighborhood?

   ☐ # Years ☐ All my life (GO TO Q6)

4. How long have you lived in this town?

   ☐ # Years ☐ All my life (GO TO Q6)

5. Before you moved to this town, where did you live?

   ________________ ________________ ________________
   CITY STATE COUNTY

6. Do you rent or own this home?

   ☐ Rent ☐ Own

7. How many rooms are there in this home, not counting bathrooms, utility rooms, porches, or half-rooms (i.e., rooms unsuitable for sleeping or general living purposes)? ____________________(#)

8. How would you describe your household, crowded and it is difficult to find a place to be alone, crowded but one can usually find a place to be alone, or enough space for everybody?

   ☐ Crowded and it is difficult to find a place to be alone ☐ Crowded but one can usually find a place to be alone ☐ Enough space for everybody

☐☐☐☐

9. I'd like to ask you about some things you may or may not have. Would you mind telling me which of the following things you have? (FOR EACH ITEM RESPONDENT HAS ASK, "HOW MANY?")

	Yes	No	Number	
Television	☐	☐	______	
Radio	☐	☐	______	
Record player, stereo	☐	☐	______	(count once per system)
Telephone	☐	☐	______	
Encyclopedia	☐	☐	______	
Dictionary	☐	☐	______	
Car	☐	☐	______	

10. What is your religious preference, if any?

☐ Lutheran
☐ Other Protestant
☐ Catholic
☐ Jewish
☐ Other Preference (Specify) ________
____
☐ No Preference (GO TO Q11)

10a. How often do you attend church-related activities other than religious services?

☐ Once a week
☐ Once a month
☐ A few times a year
☐ At least once a year
☐ Less than once a year
☐ Never

11. Do you have any strong ties with any racial or ethnic group? (RECORD RESPONSE) ____

____

11a. Race of respondent as determined through observation:

☐ White American
☐ Afro American
☐ Native American
☐ Spanish American
☐ Asian American
☐ Other (Specify) ________

12. (ASK IF FATHER/FATHER FIGURE IS PRESENT IN HOME) Does your husband/partner have any strong ties with any racial or ethnic group? (RECORD RESPONSE) ____

____

____

12a. Race of father/father figure as determined through observation:

☐ White American
☐ Afro American
☐ Native American
☐ Spanish American
☐ Asian American
☐ Other (Specify) ________

☐☐☐☐

13. (IF NECESSARY ASK) What language is usually spoken in your home?

☐ English ☐ Spanish ☐ Other (Specify) ____________

14. Did you vote in the 1980 election (The one between Carter and Reagan)?

☐ Yes ☐ No

15. It would be helpful to know if people with different financial resources have different concerns. If you turn to Page 6 of your booklet you'll see four boxes. In the top box, please mark the box for the figure that comes closest to your present yearly family income before taxes. This figure should include salaries, pensions, and all other incomes. If you are not sure, please indicate your best guess.

16. The common sources of family income are listed in the box below family income. They are: (READ ALOUD)

- Mother's Job
- Father's Job
- Other Adult's Job
- Unemployment Benefits
- Worker's Compensation
- Social Security Disability Benefits
- County Welfare Benefits
- Pensions
- Aid to Families With Dependent Children
- Supplemental Security Income
- Other Sources

Please mark the box or boxes that represent your family's sources of income. (WAIT WHILE RESPONDENT MARKS BOXES THEN ASK) Now I'd like you to circle the source of income that is most important... the source that contributes most to your total family income.

17. In the next box down are five facial expressions. The facial expressions range from very bad or dissatisfied to very good. Put an "X" on the facial expression that best sums up your current financial situation.

18. I have one final question about your family resources. Where there any times during the last 12 months when you or your family had trouble getting the basic necessities such as food, clothing, housing, or health care? Please mark the box for either "Yes" or "No" at the bottom of the page.

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

Part J. Language*

TO CONDUCT THIS PART OF THE SURVEY INTERVIEW, THE INTERVIEWER MUST BE THOROUGHLY FAMILIAR WITH PEABODY PICTURE VOCABULARY TEST - REVISED (PPVT-R) MANUAL AND TEST MATERIALS. YOU WILL NEED PPVT-R FORM L SERIES OF PLATES AND A PPVT-R ANSWER FORM (ONE FORM FOR EACH RESPONDENT) TO PROCEED WITH PART G.

One of the things we're interested in knowing more about is language...the language or words parents and children use to communicate. Pictures are one way of understanding more about the words people use to communicate. I'd like to have you look at some pictures and tell me what they mean to you. We show these pictures to all the children and adults we interview.

TURN TO TRAINING PLATE D.

As you can see there are four pictures on this page. Each of them is numbered.

INDICATE BY POINTING TO AND NUMBERING EACH IN TURN -- 1, 2, 3, AND 4.

I will say a word; then I want you to tell me the number of, or point to, the picture that best tells the meaning of the word. Let's try one. Tell me the number of, or point to, the picture which best tells the meaning of "wheel."

IF THE RESPONDENT MAKES THE DESIRED RESPONSE, TURN TO TRAINING PLATE E. IF THE RESPONDENT CHOOSES THE WRONG ILLUSTRATION, GIVE THE CORRECT CHOICE, EXPLAIN WHY IT IS CORRECT, AND GO TO TRAINING PLATE E.

That's fine. Now, what number is "giant?"

IF THE RESPONDENT MAKES THE DESIRED RESPONSE, TURN TO THE CORRECT STARTING POINT PLATE. IF RESPONDENT CHOOSES THE WRONG ILLUSTRATION, GIVE THE CORRECT CHOICE, EXPLAIN WHY IT IS CORRECT, AND GO ON TO THE NEXT PLATE. OCCASIONALLY, IT MAY BE NECESSARY TO ADMINISTER ADDITIONAL SERIES OF PRACTICE WORDS IN ORDER TO ESTABLISH THE DESIRED RESPONSE PATTERN (*SEE BOX BELOW). IN SUCH CASES, USE AS MANY OF THE ALTERNATE PRACTICE WORDS AS NEEDED, UNTIL THE RESPONDENT CORRECTLY CHOOSES TWO CONSECUTIVE WORDS WITHOUT YOUR HELP. THEN TURN TO THE CORRECT STARTING POINT PLATE AND CONTINUE WITH DIRECTIONS BELOW.

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*Directions for administering the PPVT-R have been quoted directly from the Peabody Picture Vocabulary Test-Revised-Manual, pp. 15-16 (Dunn & Dunn, 1981). Manual and materials can be purchased from American Guidance Service, Circle Pine, MN.

Fine! Now I'm going to show you some other pictures. Each time I say a word, you say the number of, or point to, the picture which best tells the meaning of the word. As we go through the book you may not be sure you know the meaning of some of the words, but look carefully at all of the pictures anyway and choose the one you think is right. What number is (STARTING POINT WORD)?

CONTINUE TEST ADMINISTRATION ACCORDING TO THE PROCEDURES PRESENTED IN THE PPVT-R MANUAL.

NOTE: STARTING THE PPVT-R WITH ITEM 110, "ARCHERY," MAY BE TOO DIFFICULT FOR SOME INDIVIDUALS, PARTICULARLY SOMEONE WHO DID NOT FINISH HIGH SCHOOL. YOU CAN USE THE FOLLOWING AS A GENERAL GUIDE: ADD 5 TO THE LAST YEAR OF SCHOOL COMPLETED AND START TESTING WITH THE ITEM CORRESPONDING TO THE SUM, i.e., THE SUM BECOMES AN APPROXIMATE AGE LEVEL FOR THE PERSON'S VOCABULARLY SKILLS. FOR EXAMPLE, FOR A PERSON WHO FINISHED THE 10TH GRADE, ADD 5 TO GET A SUM (AGE) OF 15 AND START TESTING AT ITEM 105, "CONTEMPORARY." IN GENERAL, START WITH AN EASIER ITEM IF YOU HAVE REASON TO BELIEVE THE PERSON WILL HAVE DIFFICULTY ESTABLISHING A BASAL.

RESPONDENTS: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

☐☐☐☐

Part J. Language (Continued)

Transfer information and scores from the PPVT-R Answer Form to the appropriate blanks below.

Date of Test: ____________________

Date of Birth: ____________________

Chronological Age: ____________________

Raw Score: ____________________

Standard Score: ____________________

Age Equivalent: ____________________

Grade Equivalent: ____________________

Percentile: ____________________

☐☐☐☐

RESPONDENTS: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ______________________

Part J. Language (Continued)

Transfer information and scores from the PPVT-R Answer Form to the appropriate blanks below.

Date of Test: ______________________

Date of Birth: ______________________

Chronological Age: ______________________

Raw Score: ______________________

Standard Score: ______________________

Age Equivalent: ______________________

Grade Equivalent: ______________________

Percentile: ______________________

RESPONDENTS: ☐ Mother/Mother Figure ☐☐☐☐
☐ Father/Father Figure
☐ Other Adult ______________________

Part J. Language (Continued)

Transfer information and scores from the PPVT-R Answer Form to the appropriate blanks below.

Date of Test: ______________________

Date of Birth: ______________________

Chronological Age: ______________________

Raw Score: ______________________

Standard Score: ______________________

Age Equivalent: ______________________

Grade Equivalent: ______________________

Percentile: ______________________

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

Part K. Family and Friends

Now I'd like to ask you some questions about your relationships with family and friends. Please turn to Pages 7 and 8 in your booklet.

Task #1

Each numbered box on these pages represents people you feel close to and that you know well. I'll be asking you questions about these people but I am not interested in their names, only how you feel about them. Write down the initials of the people that you feel close to and that you know well. You may fill in as many or as few boxes as you want. (IF RESPONDENT DOES NOT WANT TO WRITE DOWN INITIALS, THEY MAY REFER TO THE PERSON BY THE NUMBER NEXT TO THE BOX OR USE SOME OTHER METHOD, E.G., NICKNAME. INITIALS ARE SOLELY FOR THEIR CONVENIENCE IN RECALLING THE PERSON FOR LATER QUESTIONS. WAIT WHILE RESPONDENT LISTS UP TO 10 PEOPLE.)

Task #2

Next to each person's initials is a box (POINT) for marking whether the person is a friend (not kin) or relative (kin). For each person, circle "R" if the person is a relative or "F" if the person is a friend. (WAIT WHILE RESPONDENT CIRCLES RELATIONSHIP.)

Task #3

Now I'd like you to mark about how often you've either seen or talked to this person in the last month, including talking on the phone. There are four choices. If you haven't seen or talked to them in the last month, circle "zero." The other choices are "one-to-three" times, "four-to-six" times, or "seven-or-more" times. Circle the one that is about the number of contacts you've had with each person. (LETTERS DO NOT COUNT. WAIT WHILE RESPONDENT CIRCLES NUMBER OF CONTACTS.)

Task #4

In the long box with each person's initials are two smaller boxes with the letters A, B, C, D, and E. These letters go with the pictures on this card. (PLACE "FAMILY AND FRIENDS" PICTURE CARD IN VIEW OF RESPONDENT). These pictures illustrate four ways people are important to us and why we feel close to them. (POINT TO THE CORRESPONDING PICTURE AS YOU SAY...) A is for the picture showing people who give us emotional support, that is they help us feel better if something goes wrong or when we are feeling said. B is for the picture showing people who give us advice and help, such as advice on how to raise our children, or perhaps, lend us money when we need it. C is for the picture showing people who let us know we are special or important to them. They let us know they like our company by asking us to do things with them. D is for the picture showing people who help us learn new things and meet new people.

☐ ☐ ☐ ☐

Within the box with each person's initials, there is a box with capital letters (POINT). Circle the letter that describes the way each person is important to you. You can circle more than one letter if it helps to better describe the person. If none of the pictures describe the person, circle E. (WAIT WHILE RESPONDENT CIRCLES LETTERS. KEEP PICTURE CARD IN FRONT OF RESPONDENT FOR THIS AND REMAINING TASKS.)

Task #5

Now that you've thought about the ways people are important to you or why you feel close to them, let's try something else. I'd like you to think about the ways YOU are important to THEM. Use the box with the small letters to describe the ways YOU are important to the people on your list (POINT). Each letter goes with the pictures on this card (POINT TO PICTURE CARD). You can circle more than one letter. If none of the pictures describe the way you feel you are important to the person, circle e. (WAIT WHILE RESPONDENT CIRCLES LETTERS.)

Task #6

There is one last thing I'd like to ask you about the people on your list. Does each person on your list know at least one other person on your list? This includes knowing them by name, appearance, or through some stronger relationship, e.g., friendship, family relation, business relation.

☐ No ↓　　☐ Yes (GO TO PART L)

6a. How many people do not know at least one other person on your list? _______ (#)

COMMENTS ____

____

____

____

NOTE: FROM THE QUESTIONS ABOUT MARITAL HISTORY, GENERAL DISCUSSION OR FROM INFORMATION OBTAINED IN PART K. FAMILY AND FRIENDS, THERE MAY BE REASON TO BELIEVE THAT THE PARENTS ARE RELATED. IF SO, PROBE: "ARE YOU RELATED TO YOUR HUSBAND/PARTNER? FOR EXAMPLE, IS HE YOUR COUSIN?" RECORD RESPONSES IN THE MARGINS OF THE MARITAL STATUS PAGES.

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

Part L. Community Resources

Leisure and Recreation

We would like to learn more about the leisure activities, programs, and services available in (NAME OF TOWN). I'm going to read a list of things that may be available to children in this area (within 10 miles). Please listen to each item and tell me if it is available to your children. Then I'd like you to tell me if one or more of your children use it regularly, sometimes, or rarely. (READ EACH ITEM AND CIRCLE AVAILABILITY AS "YES," "NO," OR "DON'T KNOW." THEN CHECK (✓) USE AS STATED BY RESPONDENT. IF RESPONDENT SAYS CHILDREN "NEVER" USE ITEM, CHECK "USED RARELY.")

The first thing is...

		Available	Used Regularly	Used Sometimes	Used Rarely
1.	Nursery or Day Care Center (☐ No need)	Yes No DK	[ ]	[ ]	[ ]
2.	Summer Parks Program	Yes No DK	[ ]	[ ]	[ ]
3.	Organized Sports (baseball, softball)	Yes No DK	[ ]	[ ]	[ ]
4.	Public Park	Yes No DK	[ ]	[ ]	[ ]
5.	Camping	Yes No DK	[ ]	[ ]	[ ]
6.	Fishing	Yes No DK	[ ]	[ ]	[ ]
7.	Swimming	Yes No DK	[ ]	[ ]	[ ]
8.	Golf	Yes No DK	[ ]	[ ]	[ ]
9.	Bowling	Yes No DK	[ ]	[ ]	[ ]
10.	Horseback Riding	Yes No DK	[ ]	[ ]	[ ]
11.	Roller Skating	Yes No DK	[ ]	[ ]	[ ]
12.	Youth Hockey	Yes No DK	[ ]	[ ]	[ ]
13.	Live Theater (plays)	Yes No DK	[ ]	[ ]	[ ]
14.	Movie Theater	Yes No DK	[ ]	[ ]	[ ]
15.	Public Playground	Yes No DK	[ ]	[ ]	[ ]

Clubs and Organizations

Now I'd like to ask you about any clubs or organizations to which you may belong. Do you belong to any of the following kinds of groups? (READ EACH TYPE OF GROUP AND RECORD WHETHER OR NOT RESPONDENT BELONGS. FOR EACH TYPE OF GROUP RESPONDENT BELONGS TO ASK:)

A. What are the names of the groups to which you belong?

B. How often do you usually go to meetings of this group?

	BELONG		A.	B.
	Yes	No	Names of Groups	Frequency of Attendance
16. Religious groups or church organi- such as choir, ladies auxiliary? (Does not include church service)	☐	☐		
17. Clubs or social groups such as women's clubs, card clubs, or bowling clubs?	☐	☐		
18. Neighborhood action associated groups such as community action programs, block groups, parent councils?	☐	☐		
19. Groups which are mainly connected with children's education such as PTO or a parent advisory board?	☐	☐		
20. Political action groups such as a political party or citizens committees?	☐	☐		
21. Other groups such as job-affiliated groups, unions, study groups, etc.?	☐	☐		

22. Does your spouse/partner/other adult belong to any clubs or organizations?

☐ Yes
☐ No (GO TO Q 23)

22a. What are the names of the groups to which he/she belongs?

____

____

____

____

23. Do any of your children belong to any clubs or organizations such as 4-H, Girl Scouts, Boy Scouts, church groups, or any other group?

☐ Yes
☐ No (GO TO "SERVICES AND PROGRAMS")

23a. Who is this? →	23b. What is the name of the group(s)?

Services and Programs

We would also like to learn more about the programs and services offered in the community. This includes some of the services that may be offered by the business community and by the health and social service agencies.

24. If you turn to Page 9 of your booklet you will see a list of programs, human services, and other services that may be available in your community. Please put a check after the program or service if it is available to you and your family. Put another check after the program or service if you or your family have made use of it in the past 3 years. I will read each item aloud while you mark in the booklet. (IF RESPONDENT DOES NOT KNOW IF THE PROGRAM OR SERVICE IS AVAILABLE, TELL THEM TO PUT A QUESTION MARK (?) ON THE BLANK UNDER "AVAILABLE.")

INTERVIEWER READS ITEMS WHILE RESPONDENT MARKS IN BOOKLET.

	AVAILABLE? ✓	USED? ✓
A. PROGRAMS		
1. Vocational and Adult Education Programs		
2. Center for Disabled Citizens		
3. Homemaker Programs		
4. Senior Citizen Programs		
B. HUMAN SERVICES		
1. Public Health Services		
2. Social Work Services		
3. Legal Counseling Services		
4. Personal and Family Counseling Services		
C. OTHER SERVICES		
1. Bus Service		
2. Cab Service		
3. Cable TV Service		
4. Newspaper Delivery Service		

People sometimes choose not to use some of the community programs and human services we just read, even if they need them. Since these programs and services are there to help people, it is important to know why they may not be used.

25. Have you or members of your family had any problems in getting services you felt you needed or deserved?

☐ Yes ☐ No ☐ Never Tried

(GO TO Q26)

25a. I'm going to read a list of 10 problems people have in getting help from agencies. As I read each one, tell me if you think it is a problem from your experience or from the experience of other family members. The first problem is...

		PROBLEM?	
		Yes	No
25b.	Knowing my responsibilities and rights in programs from which I receive assistance.	☐	☐
25c.	Understanding which programs I'm eligible for.	☐	☐
25d.	Understanding questions asked on agency forms.	☐	☐
25e.	People in agencies don't understand my problems.	☐	☐
25f.	I can't get to the agency during the day because I work.	☐	☐
25g.	Lack of consistency between agencies and programs.	☐	☐
25h.	I have transportation problems getting to the agency.	☐	☐
25i.	Meeting eligibility for programs because I have too many financial assets (savings, securities, property).	☐	☐
25j.	Agency staff turnover resulting in poorer quality services.	☐	☐

26. Do you have any general comments about the activities, services or programs in this area? Any complaints, praise, or changes you would like to see made?

Probes

"How could it be improved?"

"How could it be different?"

"How would you like it to be?"

"Could you give me an example of what you mean by ______________?"

"What do you mean by ______________________________?"

"How does __________ differ from what you experience in another community or area?"

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

Part M. Reading/Everyday Activities in Life*

TO CONDUCT THIS PART OF THE SURVEY INTERVIEW, THE INTERVIEWED MUST BE THOROUGHLY FAMILIAR WITH THE READING/EVERYDAY ACTIVITIES IN LIFE (R/EAL) MANUAL AND TEST MATERIALS. YOU WILL NEED A R/EAL TEST BOOKLET, A R/EAL CASSETTE, AND A CASSETTE PLAYER TO PROCEED WITH PART M.

We're interested in learning more about both children's and adults' reading skills. Would you be willing to take a short reading test?

IF RESPONDENT REFUSES, GO TO PART N. IF RESPONDENT AGREES, CONTINUE WITH THE INSTRUCTIONS BELOW.

(SHOW RESPONDENT R/EAL BOOKLET, CASSETTE, AND CASSETTE PLAYER.) The R/EAL is a short adult reading test. All the information you need to understand what is to be done in taking the R/EAL is described on this cassette. (FIRST SHOW CASSETTE THEN PLACE CASSETTE IN CASSETTE PLAYER. EXPLAIN HOW TO OPERATE THE CASSETTE PLAYER SO RESPONDENT CAN COMPLETE THE TEST AT HIS/HER OWN PACE)

Now you're ready to take the R/EAL.

ALLOW RESPONDENT SUFFICIENT TIME TO COMPLETE THE TEST. BE AVAILABLE FOR POSSIBLE QUESTIONS. AFTER TEST IS COMPLETED ASK:

Do you have any comments about the reading test? ____________________

---

*The R/EAL was developed by Lichtman (1972). Manual and materials can be purchased from Westwood Press, Inc., New York, NY.

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ______________________

☐☐☐☐

Part N. Personal Feelings and Beliefs*

We've talked a lot about your children and family. I would like to take this time to get a better idea of how you think about certain things. If you turn to Page 10 of your booklet, you'll see questions that ask what you think, feel, and believe about different things. For each question you are to circle either "Yes" or "No" depending on how you feel.

I will read each question aloud. Please put an "X" on either "Yes" or "No" to each question in your booklet. (IF RESPONDENT ASKS THE QUESTION, "WHAT SHOULD I DO IF I CAN ANSWER BOTH YES AND NO TO QUESTION...?" ASSURE THE RESPONDENT THAT THIS IS NOT AN UNUSUAL HAPPENING AND TELL HIM/HER THAT IF IT IS A LITTLE MORE YES THAN NO, THEN ANSWER YES; IF IT IS A LITTLE MORE NO THAN YES THEN ANSWER NO.)

INTERVIEWER READS ITEMS WHILE RESPONDENT MARKS IN BOOKLET.

The first question is:

1. Do you believe that most problems will solve themselves if you just don't fool with them?
2. Do you believe that you can stop yourself from catching a cold?
3. Are some people just born lucky?
4. While in school, most of the time did you feel that getting good grades meant a great deal to you?
5. Are you often blamed for things that just aren't your fault?
6. Do you believe that if a student studies hard enough he or she can pass any subject?
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?
8. Do you feel that if things start out well in the morning it's going to be a good day no matter what you do?
9. Do you feel that most of the time parents listen to what their children have to say?
10. Do you believe that wishing can make good things happen?
11. When people criticize or deal harshly with you, does it usually seem it's for no good reason at all?

---

*Items 1 through 40 comprise the Locus of Control Scale for Adults (Nowicki & Duke, 1974). Manual and materials can be obtained from Stephen Nowicki, Jr., Dept. of Psychology, Emory University, Atlanta, GA.

12. Most of the time do you find it hard to change a friend's (mind) opinion?

13. Do you think that cheering more than luck helps a team to win?

14. Did you feel that it was nearly impossible to change your parent's mind about anything?

15. Do you believe that parents should allow children to make most of their own decisions?

16. Do you feel that when you do something wrong there's very little you can do to make it right?

17. Do you believe that most people are just born good at sports?

18. Are most of the other people your age stronger than you are?

19. Do you feel that one of the best ways to handle most problems is just not to think about them?

20. Do you feel that you have a lot of choice in deciding who your friends are?

21. If you find a four leaf clover, do you believe it might bring you good luck?

22. While in school did you often feel that whether or not you did your homework had much to do with what kind of grades you got?

23. Do you feel that when a person your age is angry at you, there's little you can do to stop him or her?

24. Have you ever had a good luck charm?

25. Do you believe that whether or not people like you depends on how you act?

26. Did your parents usually help you if you asked them to?

27. Have you felt that when people were angry with you it was usually for no reason at all?

28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?

30. Do you think people can get their own way if they just keep trying?

31. Most of the time do you find it useless to try to get your own way at home?

32. Do you feel that when good things happen they happen because of hard work?

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?

34. Do you feel that it's easy to get friends to do what you want them to do?

35. Did you usually feel that you had little to say about what you had for meals at home?

36. Do you feel that when someone doesn't like you there's little you can do about it?

37. Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you were?

38. Are you the kind of person who believes that planning ahead makes things turn out better?

39. Most of the time, do you feel that you have little to say about what your family decides to do?

40. Do you think it's better to be smart than to be lucky?

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

Part O. Problem-Solving Task*

TO CONDUCT THIS PART OF THE INTERVIEW, THE INTERVIEWER MUST BE THOROUGHLY FAMILIAR WITH THE MATCHING FAMILIAR FIGURES TEST (MFFT) INSTRUCTIONS AND TEST MATERIALS. YOU WILL NEED THE MFFT SERIES OF PLATES AND A STOPWATCH TO PROCEED WITH PART O.

Now I would like to do something with you that is a little different. Another thing we would like to learn more about is how children and adults approach problems. In some ways this task is like a game. Shall we try it?

IF RESPONDENT REFUSES, GO TO PART P. IF RESPONDENT AGREES, TURN TO PRACTICE PLATE A -- CUP.

I am going to show you a picture of something you know and then some pictures that look like it. You will have to point (POINT) to the picture on this bottom page that is just like the one on this top page (POINT). Let's do some for practice.

SHOW PRACTICE PLATES A -- CUP AND PRACTICE PLATE B -- RULER. HELP RESPONDENT FIND THE CORRECT ANSWER. THE NUMBERING OF THE PLATE FOR SCORING IS ILLUSTRATED BELOW. THE CORRECT ANSWER FOR PLATE A IS #4; PLATE B IS #6.

1	2	3
4	5	6

(RESPONDENT'S VIEW)

Now we are going to do some that are a little bit harder. You will see a picture on top and six pictures on the bottom. Find the one that is just like the one on top and point it out.

---

*Directions for administering the MFFT have been quoted directly from the Instructions accompanying the MFFT Picture Plates (Kagan, 1965). MFFT materials can be obtained from Jerome Kagan, Harvard University, Cambridge, MA.

TIMING: RECORD THE AMOUNT OF TIME IT TAKES FOR THE RESPONDENT TO GIVE HIS/HER FIRST RESPONSE TO THE STIMULUS PICTURE (LATENCY). RECORD THE TIME TO THE NEAREST HALF SECOND.

RECORDING: ON THE RESPONSE FORM (1) LATENCY TO FIRST RESPONSE, (2) NUMBER (1-6) OF FIRST RESPONSE, AND (3) SUBSEQUENT RESPONSE NUMBERS IN SEQUENCY.

IF RESPONDENT IS CORRECT, PRAISE WITH WORDS LIKE "GOOD" OR "GOOD JOB." IF RESPONDENT IS WRONG, SAY "WHY DON'T YOU TRY AGAIN." FIND THE ONE THAT IS JUST LIKE THIS ONE." (POINT TO THE STIMULUS PICTURE). CONTINUE TO CODE RESPONSES (NOT TIMES) UNTIL RESPONDENT MAKES A MAXIMUM OF SIX ERRORS OR GETS THE ITEM CORRECT. AFTER SIX INCORRECT ITEMS SHOW HIM/HER THE CORRECT ANSWER.

AFTER COMPLETING THE TASK WITH THE RESPONDENT, CONTINUE FOLLOW-UP Q's 13 THROUGH 18 ONLY FOR MOTHER/MOTHER FIGURE (OR OTHER PRIMARY CARETAKER).

RESPONDENT: ☐ Mother/Mother Figure ☐☐☐☐
☐ Father/Father Figure
☐ Other Adult ____________________

Part O. Problem-Solving Task -- Response Form

Stimulus	First Response # (Circle if Correct)	Latency (1st Response)	Subsequent Response #'s (Circle if Correct)
Practice A Cup---------4			
Practice B Ruler-------6			
1. House------1			
2. Scissors---6			
3. Phone------3			
4. Bear-------1			
5. Tree-------2			
6. Leaf-------6			
7. Cat--------3			
8. Dress------5			
9. Giraffe----4			
10. Lamp-------5			
11. Boat-------2			
12. Cowboy-----4			

Number Correct = ☐

Total Number of Errors = ☐

Mean Number of Errors = ☐

Mean Latency = ☐

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

☐☐☐☐

Part O. Problem-Solving Task -- Response Form

Stimulus	First Response # (Circle if Correct)	Latency (1st Response)	Subsequent Response #'s (Circle if Correct)
Practice A Cup---------4			
Practice B Ruler-------6			
1. House------1			
2. Scissors---6			
3. Phone------3			
4. Bear-------1			
5. Tree-------2			
6. Leaf-------6			
7. Cat--------3			
8. Dress------5			
9. Giraffe----4			
10. Lamp-------5			
11. Boat-------2			
12. Cowboy-----4			

Number Correct = ☐
Total Number of Errors = ☐
Mean Number of Errors = ☐
Mean Latency = ☐

RESPONDENT: ☐ Mother/Mother Figure ☐☐☐☐
☐ Father/Father Figure
☐ Other Adult ____________

Part O. Problem-Solving Task -- Response Form

Stimulus	First Response # (Circle if Correct)	Latency (1st Response)	Subsequent Response #'s (Circle if Correct)
Practice A Cup---------4			
Practice B Ruler-------6			
1. House------1			
2. Scissors---6			
3. Phone------3			
4. Bear-------1			
5. Tree-------2			
6. Leaf-------6			
7. Cat--------3			
8. Dress------5			
9. Giraffe----4			
10. Lamp-------5			
11. Boat-------2			
12. Cowboy-----4			

Number Correct = ☐
Total Number of Errors = ☐
Mean Number of Errors = ☐
Mean Latency = ☐

☐☐☐☐

KEEP MFFT SERIES OF PLATES IN VIEW OF RESPONDENT. ASK MFFT FOLLOW-UP QUESTIONS ONLY FOR MOTHER/MOTHER FIGURE (OR OTHER PRIMARY CARETAKER).

13. Now let's talk a little about the task we just completed. Do you have any comments about this problem-solving task? ____________________

TURN TO PRACTICE PLATE A -- CUP

Let's say you are going to teach a child how to do this problem. You want the child to learn how to find the picture on the bottom page (POINT) that is just like the picture on the top page (POINT).

14. What is the first thing you would do? ____________________

15. Then what would you do? ____________________

16. Is there anything else you would do to help the child learn to solve a problem like this? ____________________

17. What would you do if the child made a mistake during the teaching situation? ____________________

18. How would you let the child know he/she has done a good job as he/she learns to solve the problem? ____________________

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

☐☐☐☐

Part P. Our Family*

Since the focus of this project is to better understand families, I'd like to take this last opportunity to talk a little more about your family. On Page 13 of your booklet are some statements about families. You are to decide which of the statements are True about your family and which are False. If you think a statement is True or Mostly True of your family, put an "X" on T. If you think the statement is False or Mostly False of your family put an "X" on F.

Circle either True or False based on what your family most seems like to YOU. You need not try to figure out how other members see your family. We want YOUR impressions. I will read the statement aloud. Please put an "X" on T for True or F for False for each statement.

INTERVIEWER READS ITEMS WHILE RESPONDENT MARKS IN BOOKLET.

1. Family members really help and support one another.
2. Family members often keep their feelings to themselves.
3. We fight a lot in our family.
4. We don't do things on our own very often in our family.
5. We feel it is important to be the best at whatever you do.
6. We often talk about political and social problems.
7. We spend most weekends and evenings at home.
8. Family members attend church, synagogue, or Sunday school fairly often.
9. Activities in our family are pretty carefully planned.
10. Family members are rarely ordered around.
11. We often seem to be killing time at home.
12. We say anything we want to around home.
13. Family members rarely become openly angry.
14. In our family, we are strongly encouraged to be independent.
15. Getting ahead in life is very important in our family.
16. We rarely go to lectures, plays or concerts.

---

*Items 1 through 40 comprise the short form of the Family Environment Scale (Moos, 1974). Manual and materials can be purchased from Consulting Psychologists Press, Palo Alto, CA. Reprinted with permission.

17. Friends often come over for dinner or to visit.

18. We don't say prayers in our family.

19. We are generally very neat and orderly.

20. There are very few rules to follow in our family.

21. We put a lot of energy into what we do at home.

22. It's hard to "blow of steam" at home without upsetting somebody.

23. Family members sometimes get so angry they throw things.

24. We think things out for ourselves in our family.

25. How much money a person makes is not very important to us.

26. Learning about new and different things is very important in our family.

27. Nobody in our family is active in sports, little league, bowling, etc.

28. We often talk about the religious meaning of Christmas, Passover, or other holidays.

29. It's often hard to find things when you need them in our household.

30. There is one family member who makes most of the decisions.

31. There is a feeling of togetherness in our family.

32. We tell each other about our personal problems.

33. Family members hardly ever lose their tempers.

34. We come and go as we want to in our family.

35. We believe in competition and "may the best man win."

36. We are not that interested in cultural activities.

37. We often go to movies, sports events, camping, etc.

38. We don't believe in heaven or hell.

39. Being on time is very important in our family.

40. There are set ways of doing things at home.

☐☐☐☐

I'd like to ask you a little more about some things that were just mentioned. The first few questions are about rules.

41. What kinds of rules or regulations do you have in your family? (CHECK ITEMS GIVEN BY RESPONDENT; WRITE DOWN OTHER RULES NOT LISTED.)

- ☐ Household chores
- ☐ Personal appearance of children
- ☐ Children's hours for coming in (Curfew)
- ☐ Children must let parents know where they are
- ☐ Other (Specify) ____________________
- ☐ Homework
- ☐ Watching TV
- ☐ Grades to be achieved
- ☐ No rules

42. Who makes the rules in your home?

- ☐ Mother/Mother Figure
- ☐ Father/Father Figure
- ☐ Other Adult (Specify) ____________________
- ☐ Parents/Adults set rules without consulting children
- ☐ Rules made by parents/adults but children are at least consulted
- ☐ Rules mutually arrived at by children and parents
- ☐ Other (Specify) ____________________

43. How are rules enforced? What happens if a rule is broken? (RECORD RESPONSE)

44. When children break rules or misbehave, parents react in different ways. Consider the following situation:

> Kathy and her brother Jim are arguing about what TV show to watch. They cannot agree on the same program and their voices get louder as they continue to argue. Jim goes to the TV and turns the channel to the program he wants to watch. Kathy throws a pillow at him, but hits the lamp instead. It shatters into pieces. You have been watching the whole time.

44a. What are all the things you might do? ______________

44b. Are there some things other parents might do? ________

44c. Which one of these things would you do? __________

44d. Why would you do that? ______________________

44e. What would happen then? ______________________

45. (ASK FOR TWO-PARENT/PARTNER FAMILIES ONLY.) Next, I'd like to ask you about family problem-solving. All families have disagreements but they differ in how they show it and what they do about it. Consider the following situation:

> Your grandmother is visiting and you have planned a large family dinner. Everyone in the family is to be home for dinner at 6:00 p.m. One of your children is out with his friends and arrives as you are serving dessert. Your spouse/partner insists that the child go to his room without dinner and stay there the rest of the evening. You insist that you want him to spend time with his grandmother since she's only visiting a short time.

45a. What are all the things you might do? ______________

____

____

____

____

____

____

45b. Are there some things other people might do? ________

____

____

____

____

____

45c. Which one of these things would you do? ___________

____

____

____

____

45d. Why would you do that? ______________________

____

____

____

____

45e. What would happen then? ____________________

Now I have some questions about yourself as a parent.

46. In general, do you find being a parent easy or difficult? __________

47. What things about yourself help you to "stay on top of things?"

48. Are there things that make it hard for you to cope (e.g., day-to-day things that cause you a lot of stress)? ____________________

49. (ASK FOR TWO-PARENT/PARTNER FAMILIES ONLY.) How about your spouse/partner? Is there anything about him/her that makes things easier or harder in terms of bringing up your children (e.g., special interests, abilities, personal characteristics)?

49a. Parents often have different views on how to bring up their children. What about you and your spouse/partner? Are there specific things you agree or disagree about when it comes to raising children?

____

____

____

____

____

50. We're coming to the end of the interview now. We've talked a lot about you, your family, the schools and the community. You've told me a great deal about your experiences as a parent in a number of areas. As you think about it now, what do you see as the most important source of help to you as a parent?

____

____

____

____

____

____

____

51. What do you see as the most serious problem for you as a parent? _____

____

____

____

____

____

52. Are there any comments you would like to make about any of the things we've talked about and done together? ________________

____

____

____

____

____

____

____

THANK YOU!

THANK YOU!

APPENDIX D

FAMILY INTERVIEW MATERIALS:

PARENT ANSWER BOOKLET

Parent Answer Booklet

2/82

FAMILY CODE: ☐☐☐☐

RESPONDENT:
☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________

PARENT ANSWER BOOKLET*

ALL ANSWERS WILL BE PROCESSED BY CODE.

NO NAME WILL BE RELEASED ON ANY FORM.

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*Developed by P. Maykut and H. Garber, University of Wisconsin Rehabilitatior Research and Training Center, 1982.

Sample Questions
for
FAMILY ACTIVITIES

Example #1

How important is it that your children learn to swim?

Very Important __X__ : _____ : _____ : _____ : _____ Unimportant

Example #2

How important is it that your children learn to swim?

Very Important _____ : _____ : _____ : _____ : __X__ Unimportant

Example #3

How important is it that your children learn to swim?

Very Important _____ : __X__ : _____ : _____ : _____ Unimportant

Example #4

How important is it that your children learn to swim?

Very Important _____ : _____ : _____ : __X__ : _____ Unimportant

Example #5

How important is it that your children learn to swim?

Very Important _____ : _____ : __X__ : _____ : _____ Unimportant

FAMILY ACTIVITIES

1. Not counting what happens at school, how often do your children go to the library, or a museum, or some place like that.

Once a Week _____ : _____ : _____ : _____ : _____ Less Than Once a Year

2. When your children have a chance to choose what to do around the house, how often do they choose to look at a book or magazine?

Almost Every Day _____ : _____ : _____ : _____ : _____ : Very Seldom

3. How often do you attend social gatherings (e.g., parties, dances, church activities, PTA)?

Less Than Once a Year _____ : _____ : _____ : _____ : _____ : Once a Week

4. How often do you take part in social activities in which some of the people are of different ethnic groups or races (e.g., church, parties, etc.)?

Once a Week _____ : _____ : _____ : _____ : _____ Less Than Once a Year

5. How often do you visit someone who is not related to you?

Almost Never _______ : _______ : _______ : _______ : _______ Almost Daily

6. How often do you visit friends who live in neighborhoods other than your own?

Almost Daily _______ : _______ : _______ : _______ : _______ Almost Never

7. How often do you talk to your children about things they have seen on TV? (CHECK _____ IF NO TV)

Almost Never _______ : _______ : _______ : _______ : _______ Almost Daily

8. If your children ask you a question you can't answer, how often do you try to find the answer by looking in a book?

Never _________ : _________ : _________ : _________ : _________ Always

9. How often do your children see you reading something?

Almost Every Day _______ : _______ : _______ : _______ : _______ Never

10. How often do your children see other adults living in the home reading something?

Almost Every Day _______: _______: _______: _______: _______ Never

11. How often do your children see you reading a novel, or some other book?

Never _______: _______: _______: _______: _______ Almost Every Day

12. How often do your children's activities include pretending "real life" adult activities, such as keeping house, working in a store, or driving a bus?

Very Often _______: _______: _______: _______: _______ Never

13. How much do you or other adults in the home talk with the children at meal time?

Not Much _______: _______: _______: _______: _______ Most of the Time

14. How much did you read to your children before they could read for themselves?

Almost Never _______: _______: _______: _______: _______ Almost Daily

15. How often do you tell your children that they have behaved well at school?

Very Often _______: _______: _______: _______: _______ Never

16. How Often do you read the newspaper?

Daily _______: _______: _______: _______: _______ Never

17. How often do your children come to you with homework problems?

Very Often _______: _______: _______: _______: _______ Never

18. How much did you help your children to recognize words or letters before they entered school?

A Great Deal _______: _______: _______: _______: _______ None

19. How often do you ask your children about what they have done in school?

Almost Never _____: _____: _____: _____: _____: Almost Every Day

20. How often do you give your children a pat or hug or something like that when you are pleased with the way they are learning?

Very Often ________: ________: ________: ________: ________ Almost Never

21. How often do you tell friends or family about some clever thing one of your children has said?

Very Often ________: ________: ________: ________: ________ Almost Never

22. When your children go someplace with you, how likely are you to point out things which they might not have noticed before?

Very Unlikely _______: _______: _______: _______: _______ Very Likely

23. How often do you explain to your children what steps must come first, second, and so on, in doing some task?

Very Often _______: _______: _______: _______: _______ Very Seldom

☐☐☐☐

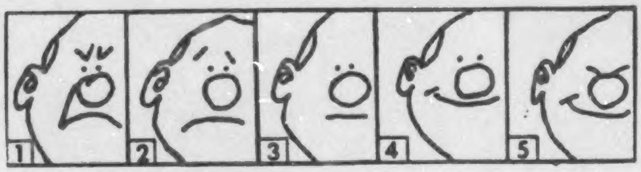
SELF-DESCRIPTION

1. ☐ Active
2. ☐ Afraid
3. ☐ Agreeable
4. ☐ Alive
5. ☐ Alone
6. ☐ Amiable
7. ☐ Angry
8. ☐ Awful
9. ☐ Blue
10. ☐ Calm
11. ☐ Cooperative
12. ☐ Cruel
13. ☐ Devoted
14. ☐ Disagreeable
15. ☐ Discouraged
16. ☐ Fearful
17. ☐ Fine
18. ☐ Forlorn
19. ☐ Frightened
20. ☐ Gay
21. ☐ Gloomy
22. ☐ Healthy
23. ☐ Hopeless
24. ☐ Kindly
25. ☐ Lonely
26. ☐ Lost
27. ☐ Low
28. ☐ Mad
29. ☐ Merry
30. ☐ Miserable
31. ☐ Nervous
32. ☐ Panicky
33. ☐ Polite
34. ☐ Rejected
35. ☐ Shaky
36. ☐ Suffering
37. ☐ Sunk
38. ☐ Sympathetic
39. ☐ Tender
40. ☐ Tense
41. ☐ Terrible
42. ☐ Tormented
43. ☐ Understanding
44. ☐ Unhappy
45. ☐ Upset
46. ☐ Warm
47. ☐ Wilted
48. ☐ Worrying

FAMILY RESOURCES

- ☐ Less than $2,000
- ☐ $2,000 to $3,999
- ☐ $4,000 to $5,999
- ☐ $6,000 to $7,999
- ☐ $8,000 to $9,999
- ☐ $10,000 to $11,999
- ☐ $12,000 to $14,999
- ☐ $15,000 to $19,999
- ☐ $20,000 to $24,999
- ☐ $25,000 and Over

- ☐ Mother's Job
- ☐ Father's Job
- ☐ Other Adult's Job
- ☐ Unemployment Benefits
- ☐ Worker's Compensation
- ☐ Social Security Disability Benefits
- ☐ County Welfare Benefits
- ☐ Pensions
- ☐ Aid to Families With Dependent Children
- ☐ Investments
- ☐ Supplemental Security Income
- ☐ Other Sources



☐ Yes ☐ No

FAMILY AND FRIENDS

	INITIALS	CIRCLE	CIRCLE	CIRCLE	CIRCLE
1		R F	0 1-3 4-6 7+	A B C D E	a b c d e
2		R F	0 1-3 4-6 7+	A B C D E	a b c d e
3		R F	0 1-3 4-6 7+	A B C D E	a b c d e
4		R F	0 1-3 4-6 7+	A B C D E	a b c d e
5		R F	0 1-3 4-6 7+	A B C D E	a b c d e

FAMILY AND FRIENDS (Con't)

	INITIALS	CIRCLE	CIRCLE	CIRCLE	CIRCLE
6		R F	0 1-3 4-6 7+	A B C D E	a b c d e
7		R F	0 1-3 4-6 7+	A B C D E	a b c d e
8		R F	0 1-3 4-6 7+	A B C D E	a b c d e
9		R F	0 1-3 4-6 7+	A B C D E	a b c d e
10		R F	0 1-3 4-6 7+	A B C D E	a b c d e

COMMUNITY PROGRAMS AND SERVICES

A. PROGRAMS	AVAILABLE? ✓	USED? ✓
1. Vocational and Adult Education Programs		
2. Center for Disabled Citizens		
3. Homemaker Program		
4. Senior Citizen Programs		

B. HUMAN SERVICES		
1. Public Health Services		
2. Social Work Services		
3. Legal Counseling Services		
4. Personal and Family Counseling Services		

C. OTHER SERVICES		
1. Bus Service		
2. Cab Service		
3. Cable TV Service		
4. Newspaper Delivery Service		

PERSONAL FEELINGS AND BELIEFS

(PUT AN "X"
ON ANSWER)

1. YES NO Do you believe that most problems will solve themselves if you just don't fool with them?

2. YES NO Do you believe that you can stop yourself from catching a cold?

3. YES NO Are some people just born lucky?

4. YES NO While in school, most of the time did you feel that getting good grades meant a great deal to you?

5. YES NO Are you often blamed for things that just aren't your fault?

6. YES NO Do you believe that if a student studies hard enough he or she can pass any subject?

7. YES NO Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?

8. YES NO Do you feel that if things start out well in the morning it's going to be a good day no matter what you do?

9. YES NO Do you feel that most of the time parents listen to what their children have to say?

10. YES NO Do you believe that wishing can make good things happen?

11. YES NO When people criticize or deal harshly with you, does it usually seem it's for no good reason at all?

12. YES NO Most of the time do you find it hard to change a friend's (mind) opinion?

13. YES NO Do you think that cheering more than luck helps a team to win?

14. YES NO Did you feel that it was nearly impossible to change your parent's mind about anything?

15. YES NO Do you believe that parents should allow children to make most of their own decisions?

16. YES NO Do you feel that when you do something wrong there's very little you can do to make it right?

17. YES NO Do you believe that most people are just born good at sports?

18. YES NO Are most of the other people your age stronger than you are?

19. YES NO Do you feel that one of the best ways to handle most problems is just not to think about them?

20. YES NO Do you feel that you have a lot of choice in deciding who your friends are?

21. YES NO If you find a four leaf clover, do you believe it might bring you good luck?

22. YES NO While in school, did you often feel that whether or not you did your homework had much to do with what kind of grades you got?

23. YES NO Do you feel that when a person your age is angry at you, there's little you can do to stop him or her?

24. YES NO Have you ever had a good luck charm?

25. YES NO Do you believe that whether or not people like you depends on how you act?

26. YES NO Did your parents usually help you if you asked them to?

27. YES NO Have you felt that when people were angry with you it was usually for no reason at all?

28. YES NO Most of the time, do you feel that you can change what might happen tomorrow by what you do today?

29. YES NO Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?

30. YES NO Do you think people can get their own way if they just keep trying?

31. YES NO Most of the time do you find it useless to try to get your own way at home?

32. YES NO Do you feel that when good things happen they happen because of hard work?

33. YES NO Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?

34. YES NO Do you feel that it's easy to get friends to do what you want them to do?

35. YES NO Did you usually feel that you had little to say about what you have for meals at home?

36. YES NO Do you feel that when someone doesn't like you there's little you can do about it?

37. YES NO Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you were?

38. YES NO Are you the kind of person who believes that planning ahead makes things turn out better?

39. YES NO Most of the time, do you feel that you have little to say about what your family decides to do?

40. YES NO Do you think it's better to be smart than to be lucky?

OUR FAMILY

(PUT AN "X"
ON ANSWER)

1. T F Family members really help and support one another.

2. T F Family members often keep their feelings to themselves.

3. T F We fight a lot in our family.

4. T F We don't do things on our own very often in our family.

5. T F We feel it is important to be the best at whatever you do.

6. T F We often talk about political and social problems.

7. T F We spend most weekends and evenings at home.

8. T F Family members attend church, synagogue or Sunday school fairly often.

9. T F Activities in our family are pretty carefully planned.

10. T F Family members are rarely ordered around.

11. T F We often seem to be killing time at home.

12. T F We say anything we want to around home.

13. T F Family members rarely become openly angry.

14. T F In our family, we are strongly encouraged to be independent.

15. T F Getting ahead in life is very important in our family.

16. T F We rarely go to lectures, plays or concerts.

17. T F Friends often come over for dinner or to visit.

18. T F We don't say prayers in our family.

19. T F We are generally very neat and orderly.

20 T F There are very few rules to follow in our family.

21. T F We put a lot of energy into what we do at home.

22. T F It's hard to "blow off steam" at home without upsetting somebody.

23. T F Family members sometimes get so angry they throw things.

24. T F We think things out for ourselves in our family.

25. T F How much money a person makes is not very important to us.

26. T F Learning about new and different things is very important in our family.

27. T F Nobody in our family is active in sports, little league, bowling, etc.

28. T F We often talk about the religious meaning of Christmas, Passover or other holidays.

29. T F It's often hard to find things when you need them in our household.

30. T F There is one family member who makes most of the decisions.

31. T F There is a feeling of togetherness in our family.

32. T F We tell each other about our personal problems.

33. T F Family members hardly ever lose their tempers.

34. T F We come and go as we want to in our family.

35. T F We believe in competition and "may the best man win."

36. T F We are not that interested in cultural activities.

37. T F We often go to movies, sports events, camping, etc.

38. T F We don't believe in heaven or hell.

39. T F Being on time is very important in our family.

40. T F There are set ways of doing things at home.

THANK YOU!

APPENDIX E

FAMILY INTERVIEW MATERIALS:

CUE CARDS

#1

#2

FAMILY AND FRIENDS PICTURE CARD

A

COLDS

EAR INFECTIONS

STOMACH ACHES, PAINS

HEADACHES

SEIZURES, CONVULSIONS

CUTS, BRUISES FROM FALLING, ACCIDENTS

TOO TIRED

OTHER?

B

ASTHMA OR BRONCHITIS

KIDNEY DISEASE

DIABETES

LOW BLOOD SUGAR

HEART DISEASE

CYSTIC FIBROSIS

HIGH BLOOD SUGAR

THYROID DISEASE

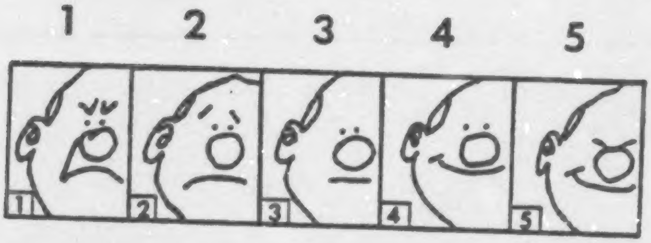
DRUG ADDICTION

CANCER

ALCOHOLISM

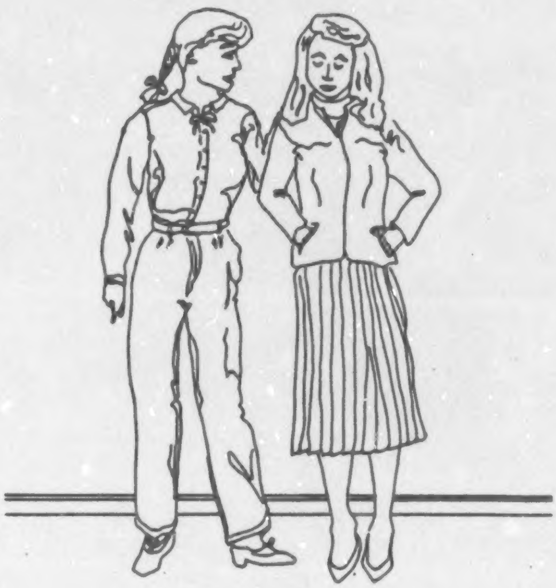
OTHER?

#1



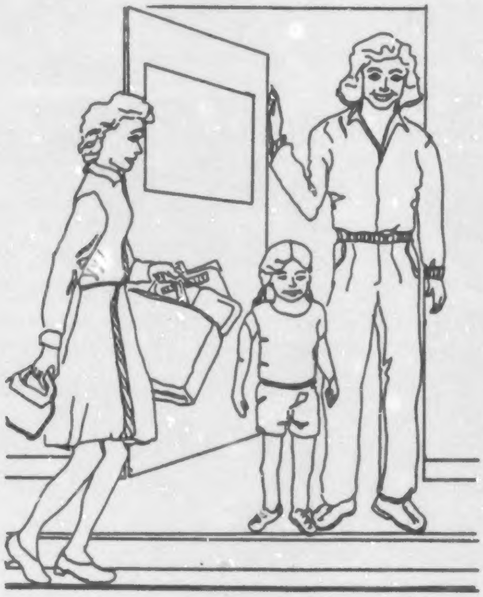
#2

FAMILY AND FRIENDS



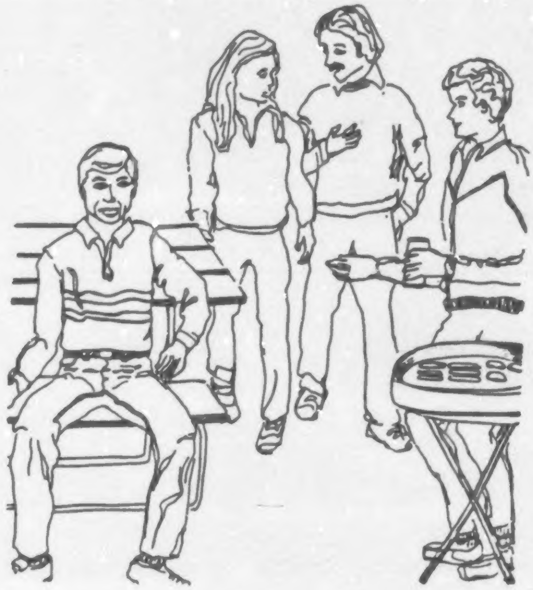
EMOTIONAL SUPPORT

A



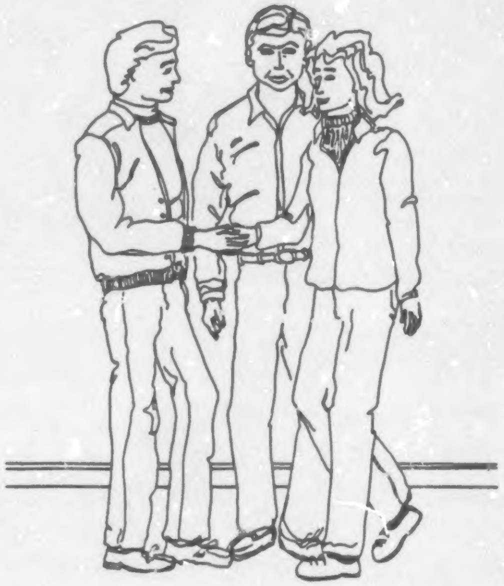
ADVICE AND HELP

B



YOU ARE SPECIAL !

C



NEW PEOPLE AND THINGS

D

APPENDIX F

FAMILY INTERVIEW MATERIALS:

READING/EVERYDAY ACTIVITIES FOR LIFE

DIRECTIONS FOR ORAL ADMINISTRATION (EXCERPT)

ANSWER BOOKLET DESCRIPTION

READING/EVERYDAY ACTIVITIES FOR LIFE (R/EAL)*

Overview

R/EAL was developed to assess functional literacy. The content of R/EAL is based on the concept that functional literacy relates directly to reading experiences encountered in daily living. The test is made up of nine subtests selected as representative of general categories of common printed material. The categories include: signs and labels; schedules and tables; sets of directions; high-interest, factual narrative; illustrated advertisements; technical documents; maps; categorized listings and indices; and fill-in-blank form. R/EAL consists of nine reading selections chosen to represent each of these categories. The respondent is asked to read each selection and answer five questions for each which are based on a task analysis of the skills required to deal with each selection. R/EAL can be self-administered, self-directed, and self-paced by audio input (instructions on a cassette) or administered orally by the examiner.

Directions for Oral Administration - Excerpt (R/EAL Examiner's Manual, p. 12)

> Examiner: R/EAL is a test of your ability to read materials you often find in daily life. Included in this booklet are nine reading activities, such as reading sections from the newspaper, locating information on a map, and following directions for preparing food. During the test you will be asked to read these materials and answer questions about what you have read.
>
> For this part of the test I will ask questions about the road signs you see along the highway. Write your answers on page 3. Remember, I will say each question twice. Question 1. What is the number of the sign that tells the divided highway ends? Repeat. Question 2. What sign tells you to give the right of way to the other car? Repeat. Question 3. Which sign tells where people cross the street? Repeat. Question 4. What sign tells about the condition of the road during bad weather? Repeat. Question 5. Which sign describes the conditions along the side of the road? Repeat. This completes the first part of the test. You should have written an answer or an X for each of the five questions. There should be no empty lines on your answer page.

Answer Booklet Description

For each of the nine subtests, a subtest illustration, narrative, or form is provided. For example, the road signs subtest (excerpted above) consists of an illustration of ten road signs and a road signs answer sheet consisting of five numbered blank lines.

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*Lichtman, M. Reading/Everyday Activities in Life Examiner's Manual. New York, NY: Westwood Press, 1978.

APPENDIX G

FAMILY INTERVIEW MATERIALS: MATCHING FAMILIAR FIGURES TEST INSTRUCTIONS AND DESCRIPTION OF PICTURE PLATES

MATCHING FAMILIAR FIGURES TEST (MFFT)*

Overview

The MFFT was designed as a measurement of reflection-impulsivity in cognitive problem-solving. The MFFT is a match-to-sample task consisting of a standard ink drawing of a figure, accompanied by an array of six very similar drawings, one of which is an exact copy of the standard. The other five drawings differ from the standard in a single, unique, and identifiable detail. There are two practice items and twelve test items in the standard MFFT. Impulsive individuals are conventionally defined as those scoring below the sample median in mean latency to first response and above the sample median in total errors.

Directions for Administration (Manual for the MFFT, p. 1)

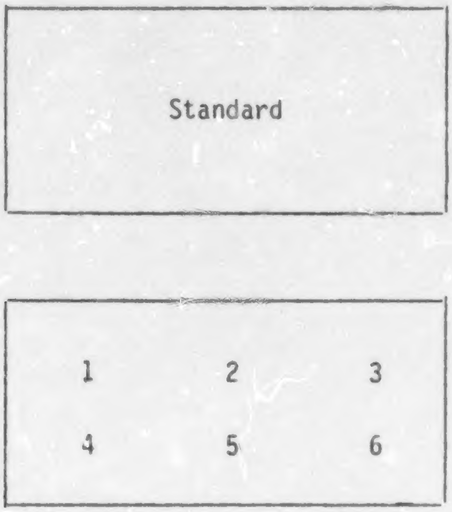
> "I am going to show you a picture of something you know and then some pictures that look like it. You will have to point to the picture on this bottom page (point) that is just like the one on this top page (point). Let's do some for practice." E shows practice items and helps the child to find the correct answer. "Now we are going to do some that are a little bit harder. You will see a picture on top and six pictures on the bottom. Find the one that is just like the one on top and point to it."
>
> E will record latency to first response to the half-second, total number of errors for each item and the order in which the errors are made. If S is correct, E will praise. If wrong, E will say, "No, that is not the right one. Find the one that is just like this one (point)." Continue to code responses (not times) until child makes a maximum of six errors or gets the item correct. If incorrect, E will show the right answer.
>
> It is necessary to have a stand to place the test booklet on so that both the stimulus and the alternatives are clearly visible to the S at the same time. The two pages should be practically at right angles to one another. Note: It is desirable to enclose each page in clear plastic in order to keep the pages clean.

Description of Picture Plates

The respondent is shown two sample items and 12 test items in the manner illustrated below. The standard and the six possible match-to-sample items are pictured on 8½" x 11" pieces of white paper. The twelve items include: house, scissors, phone, bear, tree, leaf, cat, dress, giraffe, lamp, boat, and cowboy. The items are presented in increasing order of difficulty.

---

*Kagan, J. Manual for the Matching Familiar Figures Test. J. Kagan, Harvard University, 1965.



(Respondent's View)

APPENDIX H

FAMILY INTERVIEW MATERIALS: POST-INTERVIEW OBSERVATIONS

Post-Interview Observations

2/82

☐☐☐☐

PART Q

POST-INTERVIEW OBSERVATIONS*

Do not complete until
all parts of the survey
interview schedule have
been administered.

---

*Adapted in part from the Home Quality Rating Scale (Meyers, Mink & Nihira, 1981) and the Home Observation for Measurement of the Environment (Caldwell & Bradley, 1978). Adapted and used with permission.

2/82

INTERVIEWER ______________________________

DATE ______________________________

NUMBER OF HOME VISITS MADE BY INTERVIEWER ____(#)

LIST FAMILY MEMBERS OBSERVED DURING VISITS ___

____

Part Q. Post-Interview Observations

On the basis of the completed survey interview schedule, rate the family on the following scales. Wait until you have departed from the residence, but do the ratings promptly while the last interview is still in your mind. Please make additional comments where you feel you can increase our understanding of a particular aspect of the home. In particular, note if an aspect of the home is very different for a certain child than for children in general.

1. GROWTH PROMOTION AS A POLICY IN CHILD REARING

Evidence that respondent(s) believe a parent/caretaker should help children mature in adaption, emotion, language, cognition, etc.; evidence of achievement orientation for children vs. not helping children mature except for the convenience of the respondent(s).

5 Highly assisting of growth; implementation to help children mature; achievement orientation

4

3 Somewhat promotive of growth; some implementation; some demand for achievement

2

1 The only assistance to improve is for the convenience in caretaking; otherwise no help to mature or achieve some independence

COMMENTS: ______________________________

____

____

____

2. DOMINANT CONTROL VS. INDULGENCE

Extent to which the parent(s)/caretaker(s) suggest, express, or exhibit control over the children in various ways vs. indulging the children, letting the children have their own way.

5 Parent(s)/caretaker(s) suggest, express, or exhibit dominance over children; set goals; make decisions

4

3 Moderate amount of control suggested, expressed, or exhibited, but children have their own way and choices to some extent

☐☐☐☐

2

1 An indulgent, children-dominated home

COMMENTS: ______________________________

____

____

____

3. ACCEPTANCE OF CHILDREN

Extent to which parent(s)/caretaker(s) emotionally accept their children.

5 Strong attachment, deep emotional commitment (but not the overprotective love mentioned in the next item)

4

3 Affection and attachment present but without great warmth; possibly mixed feelings

2

1 No evidence of affection for children

COMMENTS: ______________________________

____

____

____

4. MATERNAL OVERPROTECTION (IF MOTHER/MOTHER FIGURE PRESENT)

Is there overprotection (where parent/caregiver's attachment represents a potentially unwholesome interdependence)?

0 No

3 Yes, overprotection which is dominative of the children

2 Yes, mixed dominative and indulgent overprotection

1 Yes, indulgent overprotection

COMMENTS: ______________________________

____

____

____

5. REJECTION

Is any child rejected by parent(s)/caregiver(s)?

3 No

2 Possibly (Names of Children: ______________________________)

1 Yes (Names of Children: ______________________________)

COMMENTS: ______________________________

____

____

6. COPING WITH CHILDREN

Rate parent(s)/caretaker(s) ability to cope with children (i.e., to deal with and attempt to overcome problems and difficulties). Are parent(s)/caretaker(s) successfully coping with any problems their children may be having? Or were they overwhelmed by the problems their children are having?

5 Exceptionally good coping. Parent(s)/caretaker(s) successful in handling both the children and any problems

4 Good coping. On the whole, parent(s)/caretaker(s) competent in handling children and problems

3 Fair coping. Problems caused or developed by children are eventually handled, but only after disruption

2 Poor coping. Attempts made to deal with children and problems but with little success

1 No coping. Chaos. Parent(s)/Caretaker(s) disorganized and unable to deal with children and problems

COMMENTS: ______________________________

____

____

7. ADJUSTMENT OF HOME

Rate the general internal adjustment of the family as a whole in its day-by-day relationships. Was the home atmosphere characterized by satisfaction and stability, or by frustration, unpleasantness, and insecurity?

5 Exceedingly well-adjusted. Characterized by pleasant cooperation, security, and full satisfaction throughout

4 Fundamentally sound adjustment, minor conflicts here and there

3 Smooth on surface, underlying tension

2 Definite evidence of mild maladjustment throughout

1 Dominated by maladjustment, coloring most of the activities

COMMENTS: ____

____

____

8. HARMONY IN THE HOME

Rate the extent to which the home surrounded the children with an atmosphere of overt conflict, discord vs. compliance. Was the home atmosphere marked by unpleasant discord among individuals? Or were interpersonal relationships of the household typically harmonious, friendly and agreeable?

5 Peaceful, harmonious, agreeable atmosphere reigns

4 Tolerant, friendly. Arguments tend to be good-natured

3 Harmonious basic relationships, perhaps overlaid with some surface contention, bickering and teasing

2 Underlying discords often break through the general surface harmony as sharp arguments, or ill-natured sarcasm

1 Household flies into vindictive recriminations, bitter disputes on slightest provocation

COMMENTS: ____

____

____

9. RELATIONSHIP BETWEEN CHILDREN'S PARENTS OR CARETAKERS

Stable, non-legal unions are counted as marriage. Rate the relationship (marital adjustment) of the respondent.

0 Not applicable, e.g., single parents who have never married or never established the relationship

5 Good adjustment. Warm, positive feeling, shared interests and activities

4 Adequate adjustment. Willing and able to discuss differences

3 Stresses contained within the marriage

2 Open conflict. Marriage sustained by social pressure, economic necessity, etc.

1 Broken marriage. Divorced, separated

COMMENTS: ______________________________

10. CHILDREN'S INFLUENCE ON MARRIAGE

Rate the influence of the children on the relationship between their parents or caretakers. Has it been good? Or has it been bad? In the extreme case, marriage has broken up or is near breaking up because of tensions generated by children.

0 Not applicable. (Not presently married, or living with someone)

5 Very good. Children have brought parents much closer, produced more cohesive marriage.

4. Good.

3. Fair. Neither a good nor a bad influence.

2 Bad. Children's presence and problems cause some tension in marriage.

1 Very Bad. Children's presence and problems are major source of tension in marriage. Marriage in trouble.

COMMENTS: ______________________________

11. SIBLINGS

Rate the support children provide another, e.g., helping with homework, playing together, caring for each other in the absence of parent.

0 Not applicable; no sibling

5 Children go out of their way to assist each other in important ways--physically, emotionally, etc.

4 Children support and help each other. Accept each other

☐☐☐☐

3 Children accept each other but give no special support or love

2 Children barely tolerate each other

1 Children resent each other and make things difficult for each other

COMMENTS: ______________________________

____

____

12. PRIMARY CAREGIVER

Who is the primary caregiver for the children?

0 Unknown

7 Mother or mother-figure

6 Father or father-figure

5 Mother-father figures share equally

4 Housekeeper or sitter who is there much or has children at own home much

3 Grandparent or other adult relative

2 Sibling or other child 18 or younger who lives there

1 Other (specify: ______________________)

COMMENTS: ______________________________

____

____

13 SECONDARY CAREGIVER

Is there a secondary caregiver of significance (more than occasionally good care by a sibling, housekeeper, sitter, etc.); that is, someone who truly shares responsibility and influence?

0 No secondary caregiver

7 Mother or mother-figure

6 Father or father-figure

5 Mother-father figures share equally

4 Housekeeper or sitter who is there much or has children at own home much

3 Grandparent or other adult relative

2 Sibling or other child 18 or younger who lives there

1 Other (Specify: ________________________________)

COMMENTS: ____

14. SIGNIFICANCE OF SECONDARY CAREGIVER

Indicate the significance of secondary caregiver:

0 Not applicable; no secondary caregiver

4 Coordinated, consistent in philosophy with that of the primary caregiver

3 Different, but not discordant

2 Discordant, competitive (as with parents or guardians who are in conflict over the care)

1 Unable to tell

COMMENTS: ____

15. ROLE OF FATHER OR FATHER-FIGURE

Answer for actual father or any male adult who may provide father-type masculine input, as judged from all information and observation.

0 There is no evidence of adult masculine influence; the child seems to be lacking this

4 Yes, there is a father or male figure who is around enough to share in the caregiving

3 Yes, a father or male figure; does not help with everyday care, but plays with, takes out for games or to picnics, etc.

2 Yes, but role limited to discipline

1 Other masculine role. Explain: ______________________________

COMMENTS:

16. SAFETY AND OTHER QUALITIES OF THE ENVIRONMENT

Dwelling is physically:

5 Sound

4 Not well kept up

3 Deteriorating

2 Dilapidated

1 Can't tell

COMMENTS:

17. SAFETY OF DWELLING

In terms of safety for a growing, dependent child, the dwelling may be considered:

5 Unusually safe and protective for a child

4

3 As safe as the average child's residence

2

1 Dangerous (broken steps, falling plaster, rodents, etc.)

COMMENTS:

18. SAFETY OF STREET, OUTDOOR PLAY SPACE

5 Unusually safe, protective outdoor play space for a child

4

☐☐☐☐

3 As safe as the average child's play space outdoors

2

1 Dangerous; or no play space available outdoors

COMMENTS: ______________________________

19. INTERIOR QUALITY FOR CHILD REARING

How would you describe the interior (including halls, porches, etc.) as a place to raise children?

4 Immaculate, spotless, all things in their places, probably not conducive to children's play

3 Clean, safe, etc., but suitable for children; children's things in evidence

2 Untidy, messy, disorderly, ordorous, perhaps unsanitary for children

1 Other (Describe: ______________________________)

COMMENTS: ______________________________

20. THE STREET ON WHICH THE RESPONDENT LIVES IS:

7 Mainly residential

6 Mixed residential and commercial

5 Mixed residential and industrial

4 Mixed commercial and industrial

3 Mixed residential, commercial, and industrial

2 Agricultural

1 Other (Describe: ______________________________)

COMMENTS: ______________________________

21. THE NEIGHBORHOOD WHERE THE RESPONDENT LIVES IS:

6 Predominantly White American
5 Predominantly Black American
4 Predominantly Spanish American
3 Racially mixed
2 Other (Specify: ______________________________)
1 Unable to tell

COMMENTS: ____

____

____

22. THE NEIGHBORHOOD WHERE THE RESPONDENT LIVES IS:

3 Very quiet
2 Somewhat noisy and congested
1 Very noisy and overly congested

COMMENTS: ____

____

____

23. FAMILY DWELLING:

4 Large
3 Medium size
2 Small
1 No yard (apartment, etc.)

COMMENTS: ____

____

____

24. CHARACTERISTICS OF MOTHER/MOTHER FIGURE

a. SELF-CONCEPT

Extent to which she feels she is a competent, capable person.

5 Very positive self-concept. Displays confidence and a belief in her own skills

4

3 Generally feels good about herself, but suggests or expresses some doubts and insecurities

2

1 Very negative self-concept. Strongly suggests or expresses uncertainty in her own skills

b. SOCIAL COMPETENCE

Extent to which she possesses skills that elicit from others interest and approach responses not available to a less socially appealing person.

5 Very approachable, friendly, and interesting

4

3 Pleasant, talks comfortably. Somewhat interesting

2

1 Very unapproachable, unfriendly, and uninteresting

c. COMMUNICATION SKILLS

Mother-mother figure's ability to use language to express her ideas. This includes fluency of expression, pronunciation, and vocabulary.

5 Excellent communication skills. Uses complex sentence structure and some long words in conversing. Uses correct grammar and pronunciation. Speech is distinct, clear, and audible.

4

3 Good communication skills. Able to express ideas and converse in a pleasant manner

2

1 Very poor communication skills. Best characterized by long pauses, faintness, vagueness or ambiguity, emotionless. Uses short words and phrases. Little or no eye contact

d. RESPONSES FOR SOCIAL APPROVAL

Were the respondent's replies influenced by the need for social approval so that she would appear in a favorable light? (Whether this was conscious or not is beside the point.)

4 No evidence the responses were influenced by social desirability; told enough about own problems to be convincing

3 Same as above, though not so convincing

2 Perhaps some influence of social desirability

1 Much evidence that socially desirable responses were given; tried to impress interviewer

e. RELIABILITY OF INTERVIEW RESPONSES

5 Completely or highly reliable

4 Very reliable

3 Uncertain reliability

2 Somewhat unreliable

1 Completely unreliable

Reasons for your judgement:

0 If you marked 5 or 4 above

If you marked 3, 2, or 1 above:

4 Reliability questioned because of difficulty in comprehension by interviewee, whether due to poor language, foreign language, deafness, etc.

3 If observed facts or other information contradict respondent's information in important ways, or respondent contradicted self

2 If respondent appeared harried, emotional, hostile; wished it were over, suspicious, etc.

1 Any other reason for belief in unreliability

COMMENTS: (24 a,b,c,&d) ______________________________

____

____

____

☐☐☐☐

25. CHARACTERISTICS OF FATHER/FATHER FIGURE (☐ NO FATHER/FATHER FIGURE OR
☐ NO OPPORTUNITY TO OBSERVE. GO TO Q26)

a. SELF-CONCEPT

Extent to which he feels he is a competent, capable person.

5 Very positive self-concept. Displays confidence and a belief in his own skills

4

3 Generally feels good about himself, but suggests or expresses some doubts and insecurities

2

1 Very negative self-concept. Strongly suggests or expresses uncertainty in his own skills

b. SOCIAL COMPETENCE

Extent to which he possesses skills that elicit from others interest and approach responses not available to a less socially appealing person.

5 Very approachable, friendly, and interesting

4

3 Pleasant, talks comfortably. Somewhat interesting

2

1 Very unapproachable, unfriendly, and uninteresting

c. COMMUNICATION SKILLS

Father-father figure's ability to use language to express his ideas. This includes fluency of expression, pronunciation, and vocabulary.

5 Excellent communication skills. Uses complex sentence structure and some long words in conversing. Uses correct grammar and pronunciation. Speech is distinct, clear, and audible

4

3 Good communication skills. Able to express ideas and converse in a pleasant manner

2

1 Very poor communication skills. Best characterized by long pauses, faintness, vagueness or ambiguity, emotionless. Uses short words and phrases. Little or no eye contact

d. RESPONSES FOR SOCIAL APPROVAL

Were the respondent's replies influenced by the need for social approval so that he would appear in a favorable light? (Whether this was conscious or not is beside the point.)

4 No evidence the responses were influenced by social desirability; told enough about own problems to be convincing

3 Same as above, though not so convincing

2 Perhaps some influence of social desirability

1 Much evidence that socially desirable responses were given; tried to impress interviewer

e. RELIABILITY OF INTERVIEW RESPONSES

5 Completely or highly reliable

4 Very reliable

3 Uncertain reliability

2 Somewhat unreliable

1 Completely unreliable

Reasons for your judgement:

0 If you marked 5 or 4 above

If you marked 3, 2, or 1 above:

4 Reliability questioned because of difficulty in comprehension by interviewee, whether due to poor language, foreign language, deafness, etc.

3 If observed facts or other information contradict respondent's information in important ways, or respondent contradicted self

2 If respondent appeared harried, emotional, hostile; wished it were over, suspicious, etc.

1 Any other reason for belief in unreliability

COMMENTS: (25a,b,c,&d)

☐☐☐☐

26. CHARACTERISTICS OF OTHER ADULT (☐ NO OTHER ADULT OR ☐ NO OPPORTUNITY TO OBSERVE. GO TO Q27)

a. SELF-CONCEPT

Extent to which he/she feels he/she is a competent, capable person.

5 Very positive self-concept. Displays confidence and a belief in his/her own skills

4

3 Generally feels good about him/herself, but suggests or expresses some doubts and insecurities

2

1 Very negative self-concept. Strongly suggests or expresses uncertainty in his/her own skills.

b. SOCIAL COMPETENCE

Extent to which he/she possesses skills that elicit from others interest and approach responses not available to a less socially appealing person.

5 Very approachable, friendly, and interesting

4

3 Pleasant, talks comfortably. Somewhat interesting

2

1 Very unapproachable, unfriendly, and uninteresting

c. COMMUNICATION SKILLS

Other adult's ability to use language to express his/her ideas. This includes fluency of expression, pronunciation, and vocabulary.

5 Excellent communication skills. Uses complex sentence structure and some long words in conversing. Uses correct grammar and pronunciation. Speech is distinct, clear, and audible

4

3 Good communication skills. Able to express ideas and converse in a pleasant manner

2

1 Very poor communication skills. Best characterized by long pauses, faintness, vagueness or ambiguity, emotionless. Uses short words and phrases. Little or no eye contact

☐☐☐☐

d. RESPONSES FOR SOCIAL APPROVAL

Were the respondent's replies influenced by the need for social approval so that he/she would appear in a favorable light. (Whether this was conscious or not is beside the point.)

4 No evidence the responses were influenced by social desirability; told enough about own problems to be convincing

3 Same as above, though not so convincing

2 Perhaps some influence of social desirability

1 Much evidence that socially desirable responses were given; tried to impress interviewer

e. RELIABILITY OF INTERVIEW RESPONSES

5 Completely or highly reliable

4 Very reliable

3 Uncertain reliability

2 Somewhat unreliable

1 Completely unreliable

Reasons for your judgement:

0 If you marked 5 or 4 above

If you marked 3, 2, or 1 above:

4 Reliability questioned because of difficulty in comprehension by interviewee, whether due to poor language, foreign language, deafness, etc.

3 If observed facts or other information contradict respondent's information in important ways, or respondent contradicted self

2 If respondent appeared harried, emotional, hostile; wished it were over, suspicious, etc.

1 Any other reason for belief in unreliability

COMMENTS: (26a,b,c,&d) ____

____

____

On the basis of your conversations and observations in the home, please check (✓) "Yes" or "No" to each of the following aspects of the physical environment. "Yes" is equivalent to "True;" the more "Yes" items, the better the physical quality of the home environment.

		Yes	No	No Opportunity To Observe
27.	House is not overly noisey--TV, shouts of children, radio, etc.	☐	☐	☐
28.	In terms of available floor space, the rooms are not overcrowded with furniture.	☐	☐	☐
29.	Furniture is not in obvious need of repair	☐	☐	☐
30.	All visible rooms of the house are reasonably clean and minimally cluttered.	☐	☐	☐
31.	There is at least 100 square feet of living space per person in the house	☐	☐	☐
32.	The interior of the house is not dark or perceptually monotonous.	☐	☐	☐
33.	Family displays children's art or craft-work somewhere in house (anything that children made).	☐	☐	☐
34.	House has at least two pictures or other type of art work on the walls.	☐	☐	☐
35.	Family has at least one house plant.	☐	☐	☐
36.	At least 10 books are present and VISIBLE in the house.	☐	☐	☐
37.	Family has use of a working stove and refrigerator.	☐	☐	☐
38.	Family has use of running water.	☐	☐	☐
39.	Family has a system for heating their house.	☐	☐	☐

Note whether any of there were made evident:

40.	Mention by caretaker(s) of dependence on, or faith in, God, doing Christ's work, strong religion, etc.?	☐	☐
41.	Mention of father/father-figure as extremely strict or arbitrary? (☐ NO FATHER/FATHER FIGURE)	☐	☐

☐☐☐☐

42. Please list any play materials or equipment that were present and VISIBLE in and around the house, such as bicycle, skates, skateboard, musical instruments, playground equipment, games, etc. ______________________

43. Was there anything unusual about the interview situations that you think affected respondents' answers?

☐ Yes
☐ No (GO TO Q 44)

43a. Please describe ______________________

44. Please make any additional comments that you think would be helpful in understanding this family. ______________________

THANK YOU!

APPENDIX I

FAMILY INTERVIEW MATERIALS:

SCORING MATERIALS

- .Family Health Index Worksheet
- .Family Activities Scoring Key and Scoring Sheet
- .Parental Modernity Scale Scoring Form
- .Self Description Scoring Sheet
- .Socioeconomic Index of Occupational Status Worksheet and MSEI2 Scores
- .Family and Friends Social Network Analysis Worksheet
- .Personal Feelings and Beliefs Scoring Key
- .Family Environment Scale (Short Form) Scoring Sheet
- .Verbal Problem-Solving-Discipline Problems #1 and #2-Scoring Procedures
- .Post Interview Observations Scoring Instructions and Scoring Sheet
- .Availability of Educational Resources in the Home Worksheet

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

HEALTH INDEX WORKSHEET

Current Health Status of the Family

Factor I: Health Conditions

Common health conditions of natural and step parents, relatives, and children.

		Rating Scale	Rating
a.	Asthma or Bronchitis		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
b.	Kidney Disease		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
c.	Diabetes		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
d.	Low or High Blood Sugar		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
e.	Heart Disease		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
f.	Cystic Fibrosis		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	

		Rating Scale	Rating
g.	High Blood Pressure		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
h.	Thyroid Disease		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
i.	Drug Addiction		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
j.	Cancer		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
k.	Alcoholism		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	
l.	Other		____
	absence of condition	3	
	1 person with condition	2	
	2 people with condition	1	
	3 or more people with condition	0	

I. TOTAL ____

	Rating Scale	Rating
Factor II: Health Complaints		
Average number of common health complaints of children living at home = $\frac{\text{total \# of complaints reported}}{\text{\# of children living at home}}$		_____
no complaints	3	
1 complaint	2	
2 complaints	1	
3 or more complaints	0	
	II. TOTAL	_____
Factor III: Sensory/Physical Problems		
a. Vision problems of natural and step parents, relatives, and children		_____
absence of vision problem	3	
1 person with a vision problem	2	
2 people with a vision problem	1	
3 or more people with a vision problem	0	
b. Hearing problems of natural and step parents, relatives,and children		_____
absence of hearing problem	3	
1 person with a hearing problem	2	
2 people with a hearing problem	1	
3 or more people with a hearing problem	0	
c. Physical handicap of natural and step parents, relatives, and children		_____
absence of physical handicap	3	
1 person with a physical handicap	2	
2 people with a physical handicap	1	
3 or more people with a physical handicap	0	
	III. TOTAL	_____

Factor IV: Health Habits: Smoking

	Rating Scale	Rating
Family members including natural and step parents, relatives, and children who smoke.		______
Absence of smoking in family	3	
1 person who smokes in family	2	
2 people who smoke in family	1	
3 or more people who smoke in family	0	
	IV. TOTAL	______

Factor V: Health Care

a. Type of medical service your family uses		______
certain doctor	3	
certain clinic	2	
different doctors or clinics	1	
no regular doctor or clinic	0	
b. Extent of health care		______
routine care and only when needed	3	
routine care	2	
only when needed	1	
rarely for anything	0	
c. Visits to the doctor or clinic made by family in the past year		______
no visits	3	
1 - 6 visits	2	
7 - 15 visits	1	
more than 15 visits	0	
d. Family health insurance programs		______
private health insurance program	3	
combination of private or public health insurance programs	2	
public health insurance programs	1	
no health insurance program	0	
	V. TOTAL	______

	Rating Scale	Rating
Factor VI: Perceived Quality of Health Care		
Family's level of satisfaction with the quality of they have had from the medical and health care community.		______
satisfied (4, 5)	3	
neutral (3)	2	
dissatisfied (1, 2)	1	
no perception, don't know	0	
	VI. TOTAL	______

	TOTALS
Factor I : Health Conditions	______
Factor II : Health Complaints	______
Factor III: Sensory/Physical Problems	______
Factor IV : Health Habits: Smoking	______
Factor V : Health Care	______
Factor VI : Perceived Quality of Health Care	______

CURRENT HEALTH STATUS OF FAMILY --- TOTAL ______________

FAMILY ACTIVITIES (HELPS) SCORING KEY

(Henderson, Bergan, & Hunt, 1972)

1. Not counting what happens at school, how often do your children go to the library, or a museum, or some place like that?

Once a Week _____ : _____ : _____ : _____ : _____ Less Than Once a Year
5 4 3 2 1

2. When your children have a chance to choose what to do around the house, how often do they choose to look at a book or magazine?

Almost Every Day _____ : _____ : _____ : _____ : _____ Very Seldom
5 4 3 2 1

3. How often do you attend social gatherings (e.g., parties, dances, church activities, PTA)?

Less Than Once a Year _____ : _____ : _____ : _____ : _____ Once a Week
1 2 3 4 5

4. How often do you take part in social activities in which some of the people are of different ethnic groups or races (e.g., church, parties, etc.)?

Once a Week _____ : _____ : _____ : _____ : _____ Less Than Once a Year
5 4 3 2 1

5. How often do you visit someone who is not related to you?

Almost Never _____ : _____ : _____ : _____ : _____ Almost Daily
1 2 3 4 5

6. How often do you visit friends who live in neighborhoods other than your own?

Almost Daily _____ : _____ : _____ : _____ : _____ Almost Never
5 4 3 2 1

7. How often do you talk to your chidren about things they have seen on TV? (CHECK _____ IF NO TV) = 1.

Almost Never _____ : _____ : _____ : _____ : _____ Almost Daily
1 2 3 4 5

8. If your child ask you a question you can't answer, how often do you try to find the answer by looking in a book?

Never ________ : ________ : ________ : ________ : ________ Always
1 2 3 4 5

9. How often do your children see you reading something?

Almost Every Day ________ : ________ : ________ : ________ : ________ Never
5 4 3 2 1

10. How often do your children see other adults living in the home reading something?

Almost Every Day ________ : ________ : ________ : ________ : ________ Never
5 4 3 2 1

11. How often do your children see you reading a novel, or some other book?

Never ________ : ________ : ________ : ________ : ________ Almost Every Day
1 2 3 4 5

12. How often do your children's activities include pretending "real life" adult activities, such as keeping house working in a store, or driving a bus?

Very Often ________ : ________ : ________ : ________ : ________ Never
5 4 3 2 1

13. How much do you or other adults in the home talk with the children at meal time?

Not Much ________ : ________ : ________ : ________ : ________ Most of the Time
1 2 3 4 5

14. How much did you read to your children before they could read for themselves?

Almost Never ________ : ________ : ________ : ________ : ________ Almost Daily
1 2 3 4 5

15. How often do you tell your children that they have behaved well at school?
Very Often ________ : ________ : ________ : ________ : ________ Never
5 4 3 2 1

16. How often do you read the newspaper?

Daily ______ : ______ : ______ : ______ : ______ Never
5 4 3 2 1

17. How often do your children come to you with homework problems?

Very Often ______ : ______ : ______ : ______ : ______ Never
5 4 3 2 1

18. How much did you help your children to recognize words or letters before they entered school?

A Great Deal ______ : ______ : ______ : ______ : ______ None
5 4 3 2 1

19. How often do you ask your children about what they have done in school?

Almost Never ______ : ______ : ______ : ______ : ______ Almost Every Day
1 2 3 4 5

20. How often do you give your children a pat or hug or something like that when you are pleased with the way they are learning?

Very Often ______ : ______ : ______ : ______ : ______ Almost Never
5 4 3 2 1

21. How often do you tell friends or family about some clever thing one of your children has said?

Very Often ______ : ______ : ______ : ______ : ______ Almost Never
5 4 3 2 1

22. When your children go someplace with you, how likely are you to point out things which they might not have noticed before?

Very Unlikely ______ : ______ : ______ : ______ : ______ Very Likely
1 2 3 4 5

23. How often do you explain to your children what steps much come first, second, and so on, in doing some task?

Very Often ______ : ______ : ______ : ______ : ______ : Very Seldom
5 4 3 2 1

RESPONDENT: ☐ Mother/Mother Figure   FAMILY ID NUMBER: ☐☐☐☐
☐ Father/Father Figure
☐ Other Adult ____________________

FAMILY ACTIVITIES (HELPS) SCORING SHEET*

Enter Family ID Number and indicate respondent. Open Parent Answer Booklet to pages 2, 3, and 4. The continuum for each item is scored 1 through 5, with 5 representing a response at the end of the scale indicating the greatest amount of experience, exposure to learning situations, etc. Refer to the scoring key for item response scores. Enter the score for each item (1, 2, 3, 4, or 5) in the appropriate factor column--Items 12, 15, 21, and 22 enter into factor scores twice. The factor score is the sum of the items in the factor column. The TOTAL score is the sum of the five factor scores. Calculate these sums and enter them in the appropriate blanks. NOTE: IF THE RESPONDENT GAVE DIFFERENT RESPONSES FOR DIFFERENT CHILDREN, AVERAGE THE RESPONSES OFF TO NEAREST WHOLE NUMBER WHERE NECESSARY.

FACTOR I	FACTOR II	FACTOR III	FACTOR IV	FACTOR V
2.______	4.______	14.______	1.______	12.______
3.______	12.______	17.______	11.______	20.______
5.______	15.______	22.______	13.______	21.______
6.______	16.______		15.______	22.______
7.______	23.______		18.______	
8.______			19.______	
9.______			21.______	

PLUS:
P. 45-Father
Info.,
9.______
(No father,
score 1)

P. 69-Community
Resources,
22a.______
Count the number
of groups to
which father
belongs. (No
father, score 1)

I	II	III	IV	V
FACTOR SCORE=	FACTOR SCORE=	FACTOR SCORE=	FACTOR SCORE=	FACTOR SCORE=
______	______	______	______	______

TOTAL SCORE=______________

**Adapted from Henderson, Bergan, & Hunt (1972)*

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

PARENTAL MODERNITY SCALE (PARENT FORM)

SCORING SHEET *

1. Positive items, Add scores for items:

5. ______
8. ______
12. ______
14. ______

Total = ☐

2. Negative items, Add scores for items:

1. ______
2. ______
3. ______
4. ______
6. ______
7. ______
9. ______
10. ______
11. ______
13. ______
15. ______

Total = ☐

3. Positive item Total ☐ minus negative item Total ☐

plus 52 = ☐

Possible range: 1 to 16

Adapted from Schaefer & Edgerton (1981)

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

☐☐☐☐

SELF-DESCRIPTION (MAACL)
SCORING SHEET *

I. ANXIETY (Score Range 0-10)

Count the number of Plus Items checked and the number of Minus Items not checked. The TOTAL ANXIETY Score is the number of Plus Items checked plus the number of Minus Items not checked.

Plus Items: #2, 16, 19, 31, 32, 35, 40, 45, 48

Number of Plus Items Checked: ________

Minus Items: #10

Number of Minus Items Not Checked: ____

TOTAL ANXIETY: ________________

II. DEPRESSION (Score range 0 - 24)

Count the number of Plus Items checked and the number of Minus Items not checked. The TOTAL DEPRESSION Score is the number of Plus Items checked plus the number of Minus Items not checked.

Plus Items: #5, 8, 9, 15, 18, 21, 23, 25, 26, 27, 30, 34, 36, 37, 41, 42, 44, 47

Number of Plus Items Checked: _______

Minus Items: #1, 4, 17, 20, 22, 29

Number of Minus Items Not Checked: ___

TOTAL DEPRESSION: ____________

Adapted from Zuckerman & Lubin (1965)

☐☐☐☐

OCCUPATIONAL STATUS CODING WORK SHEET

Information About: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ______________

Respondent: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ______________

	Determine occupational title code and group code for each job.	Code dates or enter appropriate OTHER codes		Use this info to help determine occupational codes	Determine industrial title code and group code for each group	Determine class-of-worker for each job	Code hours per week worked or or enter appropriate OTHER codes	Enter appropriate code
	7a	7b		7c	7d	7e	7f	7g
JOB	What kind of work (are/were) you doing	In about what month and year did you... Start?	Leave?	What (are/were) your most important activities?	What kind of business or industry (is/was) this?	Employment Status (cirle)	About how many hours (are/were) you working per week? (circle)	Why did you leave?
Current Job		mo. yr.	mo. yr.	3-digit industrial title code 2-digit industrial group code		1 2 3 4 5 7 8 9	1 2 3 4 5 6 7 8 9	__ __
2		mo. yr.	mo. yr.					__ __
3		mo. yr.	mo. yr.					__ __

3-digit occupational title code

2-digit occupational group code

based on
3-digit
occupati[illegible]
title cod[illegible]

Current/1st most recent job -- MSEI2: ____ ____.____ ____
2nd most recent job -- MSEI2: ____ ____.____ ____
3rd most recent job -- MSEI2: ____ ____.____ ____

Socioeconomic Index of Occupational Status - MSEI2
(Stevens & Featherman, 1980)

CENOCC	MSEI2
001	70.17
002	78.16
003	63.57
004	75.39
005	73.01
006	83.21
010	85.39
011	75.33
012	78.32
013	71.62
014	76.21
015	81.92
020	74.22
021	80.55
022	77.08
023	75.27
024	77.74
025	47.48
026	47.10
030	79.87
031	86.96
032	65.23
033	57.14
034	84.37
035	84.33
036	71.45
042	62.73
043	77.70
044	76.95
045	75.56
051	85.59
052	80.72
053	85.16
054	81.72
055	65.28
056	66.21
061	77.88
062	88.49
063	84.16
064	80.35
065	87.14
071	81.94
072	85.46
073	67.90
074	39.56
075	46.62
076	56.93
080	52.99
081	53.47
082	53.47
083	45.98
084	39.66
085	51.90
086	62.10
090	67.61
091	81.02
092	84.75
093	81.06
094	73.79
095	77.21
096	73.21
100	64.39
101	52.30
102	82.58
103	81.82
104	81.67
105	81.96
110	80.41
111	83.30
112	79.43
113	86.63
114	84.20
115	83.03
116	84.10
120	80.04
121	79.15
122	82.13
123	78.42
124	78.57
125	86.20
126	79.15
130	77.74
131	74.84
132	88.65
133	76.14
134	66.90
135	79.02
140	75.22
141	59.33
142	68.99
143	50.32
144	73.02
145	48.92
150	37.65
151	45.71
152	46.26
153	45.01
154	43.46
155	49.95
156	54.79
161	36.54
162	43.47
163	68.66
164	52.62
165	52.12
170	62.08
171	34.22
172	57.76
173	41.04
174	75.57
175	55.62
180	43.06
181	70.34
182	41.20
183	62.31
184	69.51
185	40.70
190	54.58
191	42.54
192	69.09
193	50.91
194	55.67
195	71.28
196	56.71
201	43.43
202	66.48
203	33.63
205	48.70
210	56.50
211	58.33
212	68.80
213	38.91
215	44.89
216	40.74
220	56.34
221	36.65
222	59.78
223	53.17
224	45.23
225	56.73
226	36.42
230	36.80
231	45.36
233	69.25
235	80.14
240	84.98
245	50.89
246	41.07
260	60.93
261	35.94
262	41.68
264	32.79
265	54.57
266	16.43
270	55.28
271	72.53

MSEI2 Continued

CENOCC	MSEI2	CENOCC	MSEI2	CENOCC	MSEI2
281	58.50	390	38.04	480	17.36
282	47.30	391	28.69	481	23.03
283	30.06	392	19.15	482	22.50
284	35.17	394	40.22	483	11.13
285	48.86	395	34.13	484	27.90
296	33.29	396	29.65	485	27.54
301	33.46	401	19.81	486	18.87
303	29.95	402	18.48	491	24.43
305	40.79	403	19.35	492	24.96
310	25.57	404	26.07	495	25.71
311	42.35	405	24.65	501	16.77
312	54.16	410	22.15	502	29.17
313	26.28	411	21.51	503	17.71
314	29.10	412	18.29	504	20.82
315	29.11	413	19.04	505	29.[illegible]
320	44.26	415	21.43	506	30.28
321	53.82	416	17.74	510	18.58
323	37.05	420	21.65	511	15.38
325	28.30	421	20.08	512	22.65
326	58.51	422	28.11	514	33.74
330	43.71	423	18.34	515	37.66
331	25.09	424	21.80	516	30.11
332	25.50	425	33.18	520	20.92
333	20.46	426	33.12	521	17.92
334	20.64	430	31.94	522	28.09
341	35.39	431	23.53	523	21.44
342	36.92	433	28.94	525	34.65
343	37.07	434	32.32	530	26.16
344	25.96	435	23.62	531	19.97
345	32.15	436	21.16	533	25.16
350	30.27	440	22.53	534	17.97
355	26.29	441	36.89	535	26.54
360	33.41	442	22.32	536	19.66
361	29.92	443	18.59	540	22.30
362	43.71	444	24.14	542	15.50
363	64.33	445	24.53	543	23.72
364	37.33	446	21.44	545	28.08
370	47.79	450	18.50	546	17.50
371	44.21	452	30.28	550	29.60
372	45.99	453	25.49	551	18.52
374	19.49	454	22.68	552	32.46
375	37.24	455	38.42	554	26.85
376	50.66	456	31.36	560	21.98
381	22.93	461	24.05	561	34.64
382	40.85	462	20.27	562	24.27
383	20.46	470	26.24	563	16.23
384	29.02	471	32.18	571	22.12
385	33.98	472	20.52	580	28.21
		473	19.19	586	22.49
		474	14.59		
		476	48.70		

MSEI2 Continued

CENOCC	MSEI2	CENOCC	MSEI2	CENOCC	MSEI2
601	29.22	680	19.76	910	22.71
602	17.67	681	18.32	911	15.23
603	17.91	690	18.43	912	18.06
604	17.17	692	18.00	913	16.35
605	23.19	694	18.34	914	18.52
610	25.05	695	18.93	915	22.38
611	14.02	696	18.01	916	17.55
612	16.56	701	22.02	921	34.22
613	18.74	703	21.16	922	27.11
614	20.65	704	24.60	923	33.95
615	23.65	705	21.19	924	28.54
620	15.33	706	15.65	925	21.09
621	16.12	710	16.46	926	24.20
622	19.56	711	19.17	931	35.17
623	16.27	712	27.84	932	24.89
624	17.16	713	23.86	933	23.37
625	14.65	714	19.44	934	19.25
626	25.04	715	20.09	935	18.19
630	17.59	726	17.94	940	31.16
631	20.97	740	19.25	941	11.56
633	18.48	750	17.74	942	24.40
634	16.55	751	15.90	943	14.23
635	18.18	752	18.90	944	26.91
636	21.96	753	17.02	945	13.18
640	18.16	754	15.03	950	35.54
641	17.19	755	16.06	952	35.67
642	18.69	760	21.80	953	16.97
643	15.42	761	15.36	954	36.60
644	16.33	762	16.99	960	14.72
645	31.90	763	15.47	961	32.73
650	17.10	764	14.28	962	21.05
651	20.82	770	18.98	963	31.38
652	21.28	780	16.08	964	37.07
653	22.24	785	14.84	965	31.02
656	17.07	796	16.37	976	19.51
660	14.16	801	22.19	980	13.09
661	19.91	802	31.92	981	16.93
662	13.80	806	21.60	982	18.51
663	14.78	821	22.62	983	19.31
664	11.83	822	13.79	984	13.44
665	16.63	823	15.54	986	13.35
666	20.32	824	20.46	991	14.71
670	11.44	846	14.41		
671	14.92	901	15.74		
672	11.80	902	14.52		
673	11.62	903	15.80		
674	12.67				

RESPONDENT: ☐ Mother/Mother Figure
☐ Father/Father Figure
☐ Other Adult ____________________

"FAMILY AND FRIENDS" SOCIAL NETWORK ANALYSIS WORKSHEET

QUALITY OF RELATIONSHIPS	NETWORK MEMBERS									
FOR EACH NETWORK MEMBER:	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	#10
TASK #3. FREQUENCY OF CONTACT IN THE LAST MONTH 3 = 7+ 2 - 4-6 1 = 1-3 0 = 0, no network										
SCORE										
TASK #4. MULTIDIMENSONALITY. WHY NETWORK MEMBER IS IMPORTANT TO RESPONDENT 3 = FOUR LETTERS CIRCLED 2 = TWO-THREE LETTERS CIRCLED 1 = ONE LETTER CIRCLED 0 = E CIRCLED, NO NETWORK										
SCORE										
TASK #5. RECIPROCITY. WHY RESPONDENT IS IMPORTANT TO NETWORK MEMBER 3 = FOUR LETTERS CIRCLED 2 = TWO-THREE LETTERS CIRCLED 1 = ONE LETTER CIRCLED 0 = E CIRCLED, no network										
SCORE										
QUALITY OF RELATIONSHIP. ADD SCORES FOR TASKS #3, #4, AND #5 FOR EACH MEMBER										
TOTALS										

ADD EACH MEMBER'S TOTAL SCORE TO OBTAIN TOTAL MEMBER' SCORE ☐

÷

TASK #1. NUMBER OF MEMBERS IN NETWORK (ABSOLUTE NO., 0-10) ☐ = ☐ AVERAGE QUALITY OF RELATIONSHIPS

CHARACTERISTICS OF THE SOCIAL NETWORK

TASK #2. NORMATIVE CONTEXT OF RELATIONSHIPS

3 = NETWORK INCLUDES BOTH RELATIVES (R) AND FRIENDS (F)
2 = NETWORK INCLUDES ONLY RELATIVES
1 = NETWORK INCLUDES ONLY FRIENDS
0 = NO NETWORK

SCORE

TASK #6. NETWORK DENSITY. EXTENT TO WHICH INDIVIDUALS WITHIN A NETWORK KNOW EACH OTHER. (INTERVIEW, P. 66)

3 = EACH MEMBER KNOWS AT LEAST ONE OTHER MEMBER
2 = 1-5 MEMBERS DO NOT KNOW AT LEAST ONE OTHER MEMBER
1 = 6-10 MEMBERS DO NOT KNOW AT LEAST ONE OTHER MEMBER
0 = NO NETWORK

SCORE

TASK #1. SIZE OF SOCIAL NETWORK NUMBER. NUMBER OF PEOPLE ENCOMPASSED BY THE NETWORK (RATING; 0-3)

3 = 7-10 PEOPLE
2 = 3-6 PEOPLE
1 = 1-2 PEOPLE
0 = 0

SCORE

SUMMARY SCORES

ADD

SIZE OF SOCIAL NETWORK =
+
AVERAGE QUALITY OF RELATIONSHIPS =
+
NORMATIVE CONTEXT OF RELATIONSHIPS =
+
NETWORK DENSITY =

QUALITY OF SOCIAL NETWORK =

Personal Feelings and Beliefs (Locus of Control)
Scoring Key

(Nowicki & Duke, 1974)

Items are keyed for a measure of external locus of control. Respondent receives a value of 1 for each item in the scale that matches Yes or No. Score Range: 0 - 40.

Yes 1. Do you believe that most problems will solve themselves if you just don't fool with them?

No 2. Do you believe that you can stop yourself from catching a cold?

Yes 3. Are some people just born lucky?

No. 4. While in school, most of the time did you feel that getting good grades mean a great deal to you?

Yes 5. Are you often blamed for things that just aren't your fault?

No 6. Do you believe that if a student studies hard enough he or she can pass any subject?

Yes 7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?

Yes 8. Do you feel that if things start out well in the morning it's going to be a good day not matter what you do?

No. 9. Do you feel that most of the time parents listen to what their children have to say?

Yes 10. Do you believe that wishing can make good things happen?

Yes 11. When people criticize or deal harshly with you, does it usually seem it's for no good reason at all?

Yes 12. Most of the time do you find it hard to change a friend's (mind) opinion?

No 13. Do you think that cheering more than luck helps a team to win?

Yes 14. Did you feel that it was nearly impossible to change your parent's mind about anything?

No 15. Do you believe that parents should allow children to make most of their own decisions?

Yes 16. Do you feel that when you do something wrong there's very little you can do to make it right?

Yes 17. Do you believe that most people are just born good at sports?

Yes 18. Are most of the other people your age stronger than you are?

Yes 19. Do you feel that one of the best ways to handle most problems is just not to think about them?

No 20. Do you feel that you have a lot of choice in deciding who your friends are?

Yes 21. If you find a four leaf clover, do you believe it might bring you good luck?

No 22. While in school did you often feel that whether or not you did your homework had much to do with what kind of grades you got?

Yes 23. Do you feel that when a person your age is angry at you, there's little you can do to stop him or her?

Yes 24. Have you ever had a good luck charm?

No 25. Do you believe that whether or not people like you depends on how you act?

No 26. Did you parents usually help you if you asked them to?

Yes 27. Have you felt that when people were angry with you it was usually for no reason at all?

No 28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?

Yes 29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?

No 30. Do you think people can get their own way if they just keep trying?

Yes 31. Most of the time do you find it useless to try to get your own way at home?

No 32. Do you feel that when good things happen they happen because of hard work?

Yes 33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?

No 34. Do you feel that it's easy to get friends to do what you want them to do?

Yes 35. Did you usually feel that you had little to say about what you had for meals at home?

Yes 36. Do you feel that when someone doesn't like you there's little you can do about it?

Yes 37. Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you were?

No 38. Are you the kind of person who believes that planning ahead makes things turn out better?

Yes 39. Most of the time, do you feel that you have little to say about what your family decides to do?

No 40. Do you think it's better to be smart than to be lucky?

FAMILY ENVIRONMENT SCALE - SHORT FORM - SCORING SHEET*

	C	Ex	Con	Ind	AO	ICO	ARO	MRE	Org	Ctl	
T	○		○		○	○		○	○		T
	1	2	3	4	5	6	7	8	9	10	
F		○		○			○			○	F
T		○		○	○		○		○		T
	11	12	13	14	15	16	17	18	19	20	
F	○		○			○		○		○	F
T	○		○	○		○		○		○	T
	21	22	23	24	25	26	27	28	29	30	
F		○			○		○		○		F
T	○	○		○	○		○		○	○	T
	31	32	33	34	35	36	37	38	39	40	
F			○			○		○			F
R/S											R/S
S/S											S/S

FAMILY ID NUMBER: ☐☐☐☐

RESPONDENT: ☐ MOTHER/MOTHER FIGURE ☐ FATHER/FATHER FIGURE ☐ OTHER ADULT

ENTER FAMILY ID NUMBER AND INDICATE RESPONDENT. OPEN PARENT ANSWER BOOKLET TO PAGES 13 & 14 ("OUR FAMILY"). TRANSFER RESPONSES ONTO THE SCORING SHEET BY MARKING AN "X" IN THE APPROPRIATE BOX (TRUE OR FALSE) FOR EACH ITEM. COUNT THE NUMBER OF "X's" SHOWING IN THE CIRCLES IN EACH COLUMN AND ENTER THE TOTAL IN THE R/S (RAW SCORE) BOX AT THE BOTTOM. STANDARD SCORE EQUIVALENTS (S/S) OF RAW SCORES ARE FOUND IN THE CONVERSION TABLE FOR FES FORM S SCORES.

*Adapted from Moos & Moos (1981)

SCORER'S INITIALS: ____________

Verbal Problem-Solving

Discipline #1

Family Interview Booklet, P. 92, Q44a-44e.

Scoring

1. Range: A frequency tally of the number of unique, relevant responses across the first three questions:

   44a. What are all the things you might do?

   44b. Are there some things other parents might do?

   44c. Which one of these things would you do?

2. Effectiveness: This is a rating of the parent's approach to and rational for solving the problem, based on their responses to 44c and 44d:

   44c. Which one of these things would you do?

   44d. Why would you do that?

   The effectiveness of their approach is rated on a 3-point scale, with 3 representing an approach with high effectiveness, and 0 representing an approach with very low effectiveness. An explanation of each rating and interview examples are outlined below.

Effectiveness Ratings

3 = Positive approach to solving the problem that includes discussion of problem focusing on children's responsibility for damage done. Absence of negative approaches, such as yelling and physical punishment. *Also, positive preventive action by parent receives a 3-point rating.

Examples:

(44c) Unplug lamp and pick up broken pieces. Turn off TV. Restrict TV use for both of them for rest of day. Ask each to give their version of why they were right. Direct them to other activities which are separate and don't involve TV - a cooling off. Be sure TV wasn't on rest of day. (44d) Responsibility for problem and solution remain with participants and could be a growth experience.

Discipline #1

(44c) First shut off TV and send them both to their room. After they've thought it over, we talk about it. After they discuss what they've done, they decide what the punishment would be. Probably the one who threw the pillow would have to buy a new one. (44d) That helps them to realize what they've done. Makes them think about the situation.

*(44c) Wouldn't let it get that far. Have them talk it out - let them arrive at a decision. (44d) Good way for them to learn problem-solving.

Effectiveness Ratings

2 = Positive approach to solving the problem, but does not include discussion of problem focusing on children's responsibility for damage done. Absence of negative approaches, such as yelling and physical punishment.

Examples:

(44c) "First turn off TV. Make them sit on couch for a few minutes and think about what they were doing. Then I'd wait a few minutes and ask if they knew what they did wrong. If so, they can get up and return to TV. (44d) Because it's important that they understand what they did wrong. To turn off TV and have them sit down helps them to think about what they were doing and perhaps reach a compromise.

(44c) Shut off TV and make them go to bed. (44d) So I'd have peace and quiet and wouldn't have to listen to them argue.

(44c) Try to remove them from the situation. (44d) To give them time to think about it.

(44c) No TV for a week. (44d) That bothers the kids more than anything.

Discipline #1

Effectiveness Ratings

1 = Mixed approach to solving the problem, including both positive and negative approaches. May include discussion of problem focusing on children's responsibility for damage done.

Examples:

(44c) Make them do dishes every night for a month. Maybe given licken' with stick. (44d) It would be penance for them.

(44c) Holler. I'd remove both from situation, give time out for 6 minutes. Then sit them down at the table and we'd discuss their differences. Don't know about lamp. (44d) Don't think spanking helps child. If remove from situation so they have time to think and learn to find own answers.

(44c) She might swat them if she really lost her temper but usually she tries to handle it the other way [(44a.) Shut off TV, scold them real good. They would have to pay for lamp out of allowance money. They would have to stay in their rooms for quite a while.)] (44d) Wants them to be able to behave, not do it again.

Effectiveness Ratings

0 = Negative approach to problem or no approach, no action, ignore, "don't know." Vague responses.

Examples:

(44c) Would spank child, depends on situation--if another child gets hurt, then spanking a child might be appropriate. (44d) Don't know.

(44c) If it was a very good lamp, might swat one of the kids. (44d) Lot of anger - even though I know I shouldn't.

(44c) None of them. (44d) They have to learn responsibility to take care of things.

Verbal Problem-Solving

Discipline #2

Family Interview Booklet, P. 93, Q45a - 45e. For two-parent/partner families only.

Scoring

1. Range: A frequency tally of the number of unique, relevant responses across the first three questions:

    45a. What are all the things you might do?

    45b. Are there things only parents might do?

    45c. Which one of these things would you do?

2. Effectiveness: This is a rating of the parent's approach to and rational for solving the problem, based on their responses to 45c and 45d:

    45c. Which one of these things would you do?

    45d. Why would you do that?

    The effectiveness of their approach is rated on a 3-point scale, with 3 representing an approach with high effectiveness, and 0 representing an approach with very low effectiveness. An explanation of each rating and interview examples are outlined below.

Effectiveness Ratings

3 = Positive approach to solving problem that includes at least 3 of the elements listed below. Absence of negative approaches, such as yelling and physical punishment.

- Asking child why he was late
- Discussion of disciplinary action with spouse/partner, and agreement or comprimise on action to be taken (including "no action" as a result of discussion)

Discipline #2

- Acceptance of disciplinary action taken by spouse/partner, so as not to undermine each other's parental authority
- Specifies positive action to be taken as the contingency for breaking the rule - negative approaches such as yelling and physical punishment do not count as positive action.

Example

(45c) Ask why late - where has he been. I never send child to bed without dinner. I'd send child to room anyway after he ate, to compromise with husband. (45d) Because I don't believe in sending child to bed hungry. Food is necessity, not luxury.

2 = Positive approach to solving problem that includes 2 of the elements listed for a 3-point rating. Absence of negative approaches, such as yelling and physical punishment.

Examples:

(45c) Try to work out compromise. Have him go to his room and miss dinner but let the grandmother go in and talk to him for a while after he has had time to think about it. (45d) So that you could work out something both parents could agree to.

(45c) If father said to go to room, he'd do that but let him come out and visit once things calmed down. (45d) Don't believe in undermining one parent's authority. Don't want to play one against other.

(45c) Ask Roger [husband] if we could talk privately. Ask Roger if he would talk to son and explain he should be punished, but why parents will make an exception in this case - am sure Roger would go along with it. (45d) Basic rule of respect - I don't ever want to demean

Discipline #2

him in front of someone. We try very hard not to embarass each other or kids in front of others.

Effectiveness Ratings

1 = Positive approach to solving problem that includes 1 of the elements listed for a 3-point rating

or

Mixed approach to solving problem, including 1 or more positive approaches listed for a 3-point rating, and negative approach(es) such as yelling and/or physical punishment.

Examples:

(45c) I'd talk it over with husband to let child visit with grandmother and punish him later. (45d) Because child should see grandma. I wouldn't want to embarass him in front of his grandma.

(45c) I'd ask son where he's been and why he's late but I wouldn't chew him out until grandma left. Then I'd ground him and give out extra chores. He'd better apologize. (45d) To try to get him to learn he's better abide by house rules if he's going to grow up to be a good kid.

(45c) Try not to disagree in front of kids - just wait. (45d) Kids have a way of playing one parent against the other, especially certain ages.

Effectiveness Ratings

0 = Negative approach only to solving problem or no approach, no action, ignore, "Don't Know" or vague responses.

Examples"

(45c) None of them. (45d) Teach child a lesson.

Discipline #2

(45c) None of the above. (45d) Stupid to cause a scene when the child knows he's done wrong. We'd only have to say "we'll talk about this later," and they get the message.

POSTINTERVIEW OBSERVATIONS

SCORING INSTRUCTIONS*

Enter Family ID number, number of home visits made by interviewer, and your name at the top of the scoring sheet. Rated items have been grouped into factors or clusters and factor scores can be obtained by simply adding the raw scores of the items listed under each factor. There are two exceptions to this rule: (1) nominal scale items which require dichotomization prior to the factor scoring and (2) items which allow "not applicable" or "unable to tell" responses. These particular items and special scoring instructions are listed below:

	Raw Scores	Change to
Item 9	0	1
Item 11	0	3
Item 13	1 through 7	3
Item 14	0, 1	3
Item 20	1 through 6	1
Item 20	7	2
Item 21	2 through 5	1
Item 21	1, 6	2
Items not contributing to factor scores:		
Item 2	5	1
Item 2	4	2
Item 4	0	3
Item 4	1 through 3	1
Item 10	1	3
Item 12	0 through 6	1
Item 12	7	2
Item 15	0	1
Item 15	1 through 4	2

Enter raw scores in the appropriate item blanks, paying particular attention to items (*) that require raw score changes for the raw scores listed above. If an item has not been rated by the interviewer, enter "NR" in the item blank and leave the TOTAL blank empty. Scoring for Parts P. through V. on the scoring sheet are self-explanatory.

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*Adapted in part from the Home Quality Rating Scale (Meyers, Mink, & Nihira, 1981). Adapted and used with permission.

Completed by: ____________________
No. of Home Visits Made by Interviewer: ______

Family ID ☐☐☐☐

POSTINTERVIEW OBSERVATIONS

SCORING SHEET

A. HARMONY AND QUALITY OF PARENTING

Item 1: ____
Item 3: ____
Item 5: ____
Item 6: ____
Item 7: ____
Item 8: ____
*Item 11: ____
Total: ____

B. CONCORDANCE IN SUPPORT OF CHILD CARE

*Item 9: ____
*Item 13: ____
*Item 14: ____
Total: ____

C. QUALITY OF THE RESIDENTIAL ENVIRONMENT

Item 16: ____
Item 17: ____
Item 18: ____
Item 19: ____
Total: ____

D. QUALITY OF THE RESIDENTIAL AREA

*Item 20: ____
*Item 21: ____
Item 22: ____
Item 23: ____
Total: ____

E. CHARACTERISTICS OF MOTHER/MOTHER FIGURE

Item 24a: ____
Item 24b: ____
Item 24c: ____
Total: ____

F. OPENNESS AND AWARENESS OF MOTHER/MOTHER FIGURE

Item 24d: ____
Item 24e: ____
Total: ____
Item 24e/Reason ________

G. CHARACTERISTICS OF FATHER/FATHER FIGURE

___No father/father figure
___No opportunity to observe
Item 25a: ____
Item 25b: ____
Item 25c: ____
Total: ____

H. OPENNESS AND AWARENESS OF FATHER/FATHER FIGURE

___No father/father figure
___No opportunity to observe
Item 25d: ____
Item 25e: ____
Total: ____
Item 25e/Reason __________

I. CHARACTERISTICS OF OTHER ADULT

___No other adult
___No opportunity to observe
Item 26a: ____
Item 26b: ____
Item 26c: ____
Total: ____

J. OPENNESS AND AWARENESS OF OTHER ADULT

___No other adult
___No opportunity to observe
Item 26d: ____
Item 26e: ____
Total: ____
Item 26e/Reason __________

K. DOMINANT CONTROL VS. INDULGENCE

*Item 2: ____

L. MATERNAL OVERPROTECTION

*Item 4: ____

M. CHILDREN'S INFLUENCE ON MARRIAGE

*Item 10: ____

N. PRIMARY CAREGIVER

*Item 12: ____

O. ROLE OF FATHER/FATHER FIGURE

*Item 15: ____

P. PHYSICAL ENVIRONMENT

Items 27 through 39
No. of YES ✓'s: ____
No. of NO ✓'s: ____
No. of NO OPPORTUNITY TO OBSERVE ✓'s: ____
Total ✓'s: 13

Q. RELIGIOSITY

Item 40: YES ___
NO ___

R. STRICT/ARBITRARY FATHER/FATHER FIGURE

Item 41: YES ___
NO ___

*Requires raw score changes for certain raw scores -- see Scoring Instructions

(OVER)

Completed by: ______________________ Family ID /__/__/__/__/
No. of Home Visits Made by Interviewer: ______

S. PLAY MATERIALS AND EQUIPMENT

Check if listed in Item 42:

___Gross motor toys and equipment, e.g., bicycles, skates, skateboard, balls
___Fine motor toys and materials, e.g., blocks, cut-outs, crayons, manipulatives, toy cars and trucks
___Games, e.g., checkers, scabble, monopoly
___Musical instruments, e.g., xylophone, drum
___Electronic games, e.g., Atari, small portable devices
___Child-size play pieces for adult role playing, e.g., play kitchen, appliances, tool box, doctor/nurse kit, dolls
___Outdoor sports equipment for children's use, e.g., fishing pole, snowmobile
___Playground equipment, e.g., swing, slide, sandbox
___Children's reading materials, e.g., storybooks, children's magazines
___Dictionary
___Encyclopedia
___Small baby toys
___Radio
___Stereo or record player
___Toys, not specified
___Other ______________________
____
____

___None observed
___No opportunity to observe
Explain: ______________________
____
____

T. ANYTHING UNUSUAL ABOUT INTERVIEW SITUATION THAT AFFECTED RESPONDENT'S ANSWERS?

Item 43: YES___ Item 43a: Situation described: YES___
NO ___ NO ___

V. ADDITIONAL COMMENTS MADE BY INTERVIEWER?

Item 44: YES___
NO ___

AVAILABILITY OF EDUCATIONAL RESOURCES IN THE HOME - WORKSHEET

Where info is located...	Item/category - at least one of...	Assign 1 point if indicated or observed
IQ9	TV	
IQ9, PIO	Radio	
IQ9, PIO	Record player, stereo	
IQ9, PIO	Encyclopedia	
IQ9, PIO	Dictionary	
PIO	a. Gross motor toys & equipment	
PIO	b. Fine motor toys & materials	
PIO	c. Games	
PIO	d. Musical instruments	
PIO	e. Electronic games	
PIO	f. Child-size playpieces	
PIO	g. Outdoor sports equipment	
PIO	h. Playground equipment	
PIO	i. Children's reading materials	
PIO	o. Toys, not specified	
PIO	p. Other	
	OMIT SMALL BABY TOYS TOTAL	(16 possible)

(PIO = Post-Interview Observations)

APPENDIX J

FAMILY INTERVIEW SCHEDULE
CODE BOOK

The Family Interview Schedule Code Book was developed by Pamela S. Maykut. Diana Bott of the University of Wisconsin Survey Research Lab provided technical assistance in developing the Code Book and her expertise is gratefully acknowledged.

The University of Wisconsin
Research and Training Center

Project 123
Fall 1982

1981-82 FAMILY SURVEY INTERVIEW

Card 1
Ext. Participation, Target Groups, Caregivers, Adults

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 1)
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult

6-7 Interviewer (from cover sheet)
- 01. Marianne
- 02. Jill
- 03. Erin
- 04. Feather
- 05. Maggi
- 06. Dana
- 07. Theo
- 08. Peggy
- 09. Karin
- 10. Pam
- 00. Other

- 99. Not ascertained, unknown

Column Number

8 Extent of Participation by Family (from Completion Schedule of Part A.Q3, and corroborate by checking source documents)

1. For two-parent households, only Mother/Mother Figure completed* Interview Schedule
2. For two-parent households, both Mother/Mother Figure and Father/Father Figure completed Interview Schedule
3. For two-parent households, Mother/Mother Figure completed Interview Schedule and Father/Father Figure partially** completed Interview Schedule
4. For single-parent households (single, widowed, separated, divorced) only Mother/Mother Figure completed Interview Schedule
5. For single-parent households (separated, divorced) both Mother/Mother Figure and Father/Father Figure completed Interview Schedule
6. For single-parent households (separated, divorced) Mother/Mother Figure completed Interview Schedule and Father/Father Figure partially completed Interview Schedule
7. For any household, Mother/Mother Figure and/or Father/Father Figure completed Interview Schedule but did not permit child testing, never teste
8. For any household, Mother/Mother Figure and/or Father/Father Figure partially completed Interview Schedule but did not permit child testing

0. Other

9. Not ascertained

---

*"Completed" = missing no more than two parts of Interview Schedule

**"Partially Completed" = missing more than two parts of Interview Schedule; partial completion by Mother/Mother Figure may require family to be dropped from study -- see Pam

9 Number of visits required to complete Interview Schedule (from cover sheet)

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. >6

9. Not ascertained

Column Number

10-11 1st child/1st target group
12-13 1st child/2nd target group
14-15 2nd child/1st target group
16-17 2nd child/2nd target group
18-19 3rd child/1st target group
20-21 3rd child/2nd target group

*Target group(s) which child(ren)/family represents (from cover sheet; code up to 2 target group categories, for up to 3 children; if no 2nd target group category, code "88", if no 2nd, 3rd child code "88")

01. Early Childhood-Exceptional Educational Needs (EEN)
02. Educable Mentally Retarded-EEN
03. Trainable Mentally Retarded-EEN
04. Learning Disabled-EEN
05. Emotional/Behavioral Disturbance-EEN
06. Speech/Language Disorders-EEN
07. Title I Reading-Remedial, Title "Drop In"
08. Title I Math-Remedial
09. District Reading-Remedial
10. Extended Kindergarten
11. Potential Drop-out (WECEP, Pegasus)
12. Behavioral High-Risk (Behavior Checklist)
13. Other Special Help/Remedial Program
14. Behavioral Low-Risk (Behavior Checklist)
15. Talented and Gifted
17. Work Experience (Not WECEP) → 16. Other Enrichment/Acceleration Program
00. Other program

88. Not appropriate, no 2nd target group, no 2nd, 3rd child in a target group
99. Not ascertained

22 A.Q1. Who is primary caregiver?

1. Mother/Mother Figure
2. Father/Father Figure (Code "4" in Column 24)

9. Not ascertained

23 A.Q2. Is there a secondary caregiver of significance?

1. Mother/Mother Figure
2. Father/Father Figure (Code "4" in Column 24)
3. Other Adult
4. No secondary caregiver in home

9. Not ascertained, uncertain

24 A.Q3. Is there a father or father figure living here?

1. Yes
2. No
3. No, Father/Father Figure does not live here, i.e., lives elsewhere, but is still an integral part of family unit (e.g., living elsewhere so he can maintain a job)
4. Father/Father Figure indicated as the primary caregiver in A.Q1 or as a secondary caregiver in A.Q2

9. Not ascertained, uncertain

---

*"Target group" refers to an educational program that supplements/surplants the regular education program of the school.

Column
Number

25

May I ask how many children you had -- if any -- who are not now living? (from Part B. Other Information, Q1, P. 14)

0. None (Code "8" in Columns 26-29)
1. 1
2. 2
3. 3
4. 4
5. 5
6. >5

9. Not ascertained

26 1st event
27 2nd event
28 3rd event
29 4th event

Could you tell me in just a few words what happened? (from Part B. Other Information, Q1a, P. 14; code up to 4 separate events)

1. Miscarriage
2. Stillborn
3. Disease; died within 1st year of life
4. Disease; died after 1st year of life
5. Accident
6. Suicide
0. Other

8. No deceased children to Q1, no 2nd, 3rd, or 4th event
9. Not ascertained

30

Do any other adults live here besides you...such as a grandmother, uncle, or friend? (from Part B. Other Information, Q2, P. 14; excluding "husband")

1. Yes
2. No (Code "8" in Columns 31-45)

9. Not ascertained

SKIP Q2a, "Name"

----

31 1st person
36 2nd person
41 3rd person

Sex of other adult living in home (from Part B. Other Information, Q2a, P. 14; code the information for each person listed up to 3 people, excluding "husband")

1. Female
2. Male

8. Not appropriate, "No" to Q2, no 2nd, 3rd person
9. Not ascertained

Column
Number

32 1st person
37 2nd person
42 3rd person

Relationship of other adult to respondent (see P. 14, Q2b; code the information for each person listed up to 3 people, excluding "husband")

1. Primary kin ("Nuclear Family" - Mother, Father & Children
2. Secondary kin or extended family
3. Friend, not kin
4. Border

8. Not appropriate, "No" to Q2, no 2nd, 3rd person
9. Not ascertained

33 1st person
38 2nd person
43 3rd person

Age of other adult (see P. 14, Q2c; code the information for each person listed up to 3 people, excluding "husband")

1. 18-20
2. 21-25
3. 26-35
4. 36-45
5. 46-55
6. 56-65
7. >65

8. Not appropriate, "No" to Q2, no 2nd, 3rd person
9. Not ascertained

34-35 1st person
39-40 2nd person
44-45 3rd person

Occupation of other adult (see P. 14, Q2d; code the information for each person up to 3 people, excluding "husband"; refer to Alphabetical Index of Industries and Occupations - 1970 Census for correct classification)

01. Professional, technical, and kindred workers
02. Managers and administrators, except farm
03. Sales workers
04. Clearical and kindred workers
05. Craftsmen and kindred workers
06. Operatives, except transport
07. Transport equipment operatives
08. Laborers, except farm
09. Farmers and farm managers
10. Farm laborers and farm foremen
11. Service workers, except private household
12. Private household workers

88. Not appropriate, "No" to Q2, not employed, no 2nd or 3rd person
99. Not ascertained

Column Number

46 Total number of adults reported as living in home, including respondent (from Part B. Other Information, P. 14, Q2; from Part A, P. 1, adults indicated as caregivers or living in home; code total number of adults)

1. 1
2. 2
3. 3
4. 4
5. 5
6. >5

9. Not ascertained

47-48 Total number of children listed by respondent (from Part C. General Child Information, P. 5; count the number of children listed in Column 1)

01. 1
02. 2
03. 3
04. 4
...etcetera...

99. Not ascertained

49-50 Total number of children listed by respondent as living at home (from Part C. Specific Child Information, P. 7; count the number of children listed in Column 1)

01. 1
02. 2
03. 3
04. 4
...etcetera...

99. Not ascertained

76-77 Card Number (01)

78-80 Project Number (123)

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1981-82 FAMILY SURVEY INTERVIEW

Card 2
General and Specific Child Information

CODE A LINE FOR EACH CHILD

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Child Identification Number

01. Child #1 (first child listed on P. 5)
02. Child #2 (second child listed on P. 5)
03. Child #3 (third child listed on P. 5)
04. Child #4 (fourth child listed on P. 5)

99. Not ascertained

6-7 Respondent Identification Number (from P. 4)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

8 Child's Subject Status (to be precoded)

1. Subject
2. Not a subject, although enrolled in school

8. Not appropriate (preschool age, not in school)
9. Not ascertained

SKIP BQ1, "Name"

9 B.Q2. What is his/her sex?

1. Female
2. Male

9. Not ascertained

10 B.Q3. Is ________ your child by birth (B), your child through adoption (A), a foster child (F), or a relative (R)? (See Column 3, P. 5)

1. Birth
2. Adoption (Code "88" in Columns 11-12)
3. Foster (Code "88" in Columns 11-12)
4. Relative (Code "88" in Columns 11-12)
5. Other (Code "88" in Columns 11-12)

9. Not ascertained

Column
Number

11-12 B.Q3a. Is ________ your first-born, second-born, third-born, etc.? (from Column 3, P. 5, below diagonal)

01. First-born (Code "8" in Column 13)
02. Second-born (Code "8" in Column 13)
03. Third-born (Code "8" in Column 13)
04. Fourth-born (Code "8" in Column 13)
05. Fifth-born (Code "8" in Column 13)
06. Sixth-born (Code "8" in Column 13)
07. Seventh-born (Code "8" in Column 13)
08. Eighth-born (Code "8" in Column 13)
09. Ninth-born (Code "8" in Column 13)
10. Tenth-born (Code "8" in Column 13)
...etcetera...

88. Not appropriate, not natural offspring, prenatal or perinatal death
99. Not ascertained

13 B.Q3b. How long has ________ been living with you?

1. Less than 6 months
2. Between 6 months and 1 year
3. 2 years
4. 3 years
5. 4-5 years
6. 6-7 years
7. >7 years

8. Not appropriate, natural offspring
9. Not ascertained

14-19 B.Q4. When was ________ born (record month, day, and year)

Example: November 8, 1966

	1	1	0	8	6	6
(Column)	14	15	16	17	18	19
	month		day		year	

999999. Not ascertained (Code "99" for day, month, or year not ascertained)

20-25 B.Q5. Child's chronological age based on birthdate and date of interview (record age in years, months, and days; calculate, if necessary)

Example: 10 years, 2 months, 14 days

	1	0	0	2	1	4
(Column)	20	21	22	23	24	25
	years		months		days	

999999. Not ascertained (Code "99" for day, month, or year not ascertained)

Column
Number

26-27 B.Q6. What was the last grade ________ completed in school?

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
05. 5th grade
06. 6th grade
07. 7th grade
08. 8th grade
09. 9th grade
10. 10th grade
11. 11th grade
12. 12th grade/graduated
13. G.E.D.-high school equivalency diploma
14. Vocational/Technical training
15. Some college
16. Community/Junior College graduate
17. Four Year College/University graduate
18. Some postgraduate study
19. Advanced degree
21. Kindergarten
22. Early childhood-EEN (public schools)
23. Ungraded EEN program (e.g., TMR) →
88. Not appropriate, preschool age
99. Not ascertained

28-29 Child's current (1981-82) grade placement is...? (To be precoded)

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
05. 5th grade
06. 6th grade
07. 7th grade
08. 8th grade
09. 9th grade
10. 10th grade
11. 11th grade
12. 12th grade
13. G.E.D.-high school equivalency exam study program
14. Vocational/Technical training
16. Community/Junior college
17. Four Year College/University
18. Postgraduate study
21. Kindergarten
22. Early Childhood-EEN (public schools)
23. Ungraded EEN program (e.g., TMR)
00. Other

88. Not appropriate, preschool age, not in school
99. Not ascertained

Column
Number

30

B.Q7. Is/was ________ in a regular school program (R), a special help program (S), a program for gifted or talented students (G), a preschool program (P), or other type (O)?

1. Regular program (Code "88" in Columns 31-34)
2. Special help program
3. Gifted and talented program (Code "88" in Columns 31-34)
4. Preschool program (e.g., Head Start, nursery school; NOTE: Early Childhood Special Education program in the public schools should be coded 02. Special Help Program) (Code "88" in Columns 31-34)
0. Other

8. Not appropriate, preschool age
9. Not ascertained

31-32 1st program
33-34 2nd program

B.Q7a. What kind of program is/was ________ enrolled in? (Code up to 2 programs)

01. Early Childhood-EEN
02. Educable Mentally Retarded-EEN
03. Trainable Mentally Retarded-EEN
04. Learning Disabilities-EEN
05. Emotional/Behavioral Disturbances-EEN
06. Speech/Language Disorders-EEN
07. Title I Reading-Remedial
08. Title I Math-Remedial
09. District Reading-Remedial
10. Extended Kindergarten
11. Potential drop-out program (WECEP, Pegasus, school-age mothers)
12. Respondent reports child is currently receiving some form of special help (See Q7), but does not name any of the programs listed above (01.-11.), e.g., "special help in reading"
13. Respondent reports child received some form of special help in the past but is not now receiving help; does not name any of the programs listed above
00. Other
77. Don't know, don't remember, not sure

88. Not appropriate, 01, 03, 04, to Q7, no 2nd program
99. Not ascertained

Column
Number

35-36 B.Q8. Name of School (school district in parentheses; focus is on public and parochial schools, grades K-12)

01. Yahara Elementary School (Stoughton)
02. Kegonsa Elementary School (Stoughton)
03. South Elementary School (Stoughton)
04. West Elementary School (Stoughton)
05. Stoughton Middle School
06. Stoughton High School →
07. Hillsboro Elementary School (Hillsboro)
08. Hillsboro Middle School (Hillsboro)
09. Hillsboro High School (Hillsboro)
10. Viroqua Elementary School (Viroqua)
11. Viroqua Middle School (Viroqua)
12. Viroqua High School (Viroqua)
13. Prairie View Elementary School (DeSoto)
14. Stoddard Elementary School (DeSoto)
15. DeSoto Middle School (DeSoto)
16. DeSoto High School (DeSoto)
17. Local parochial school
00. Other public or parochial school (grades K-12)

88. Not appropriate, preschool age, out of school, enrolled in other school or training program (See Q9.)
99. Not ascertained

37 B.Q9. Is _________ presently working or enrolled in any other school or training program?

1. Yes, presently working
2. Yes, presently enrolled in another school, Voc. Tech.
3. Yes, presently enrolled in another training program
4. 1. and 2.
5. 1. and 3.
6. 2. and 3.
7. No

8. Not appropriate, infant
9. Not ascertained

38 B.Q10. Does _________ live here at home with you?

1. Yes
2. No

9. Not ascertained

The following 12 questions - "Specific Child Information" (SQ) - refer only to those children living at home at the time of the interview. Continue coding on the same line for a child living at home by locating him/her on Grid #2. For a child not living at home, code "8" in Columns 39-69. SKIP SQ1, "Name."

Column
Number

39 S.Q2. Did ________ attend a preschool, nursery, day care, or Head Start program?

1. Yes
2. No
7. Don't know

8. Not appropriate, not living at home
9. Not ascertained

40 S.Q3. How much education do/did you want ________ to receive?

1. Postgraduate education (a higher degree)
2. Gradaute from University (a first degree)
3. At least some University
4. High school plus some vocational training
5. Finish high school, or as much school as possible
6. Leave school as soon as possible
0. Other answer (up to child, no expectations)
7. Don't know

8. Not appropriate, not living at home
9. Not ascertained

41 S.Q4. How much education do/did you expect ________ to receive?

1. Postgraduate education (a higher degree)
2. Graduate from University (a first degree)
3. At least some University
4. High school plus some vocational training
5. Finish high school, or as much school as possible
6. Leave school as soon as possible
0. Other answer (up to child, no expectations)
7. Don't know

8. Not appropriate, not living at home
9. Not ascertained

42 S.Q5. What about jobs, what kinds of jobs would you like ________ to have?

1. Job requiring postgraduate education (doctor, dentist, lawyer, scientist, etc.)
2. Job requiring university degree (teacher, engineer, CPA, architect)
3. Parents have high educational expectations (See Q4.) and they state that "it is up to the child to decide"
4. Job requiring high school graduation and some vocational training
5. Job requiring some high school education
6. Job requiring little education, or parents have low educational expectations (See Q4.) and they state that "it is up to the child to decide"
0. Other answer
7. Don't know

8. Not appropriate, not living at home
9. Not ascertained

Column
Number

43

S.Q6. Do you really think ________ will become a ________?

1. Yes (emphatically)
2. I hope so
3. No (I don't think so), or parents indicate that it is up to the child to decide, or parents say they don't care)
0. Other answer
7. Don't know

8. Not appropriate, not living at home
9. Not ascertained

44-45

S.Q7. What kinds of things does ________ usually do in the evening after he/she gets home from work or school?

01. Working on homework, reading
02. Watching TV, listening to radio or record player
03. Helping around home (e.g., trash, pets, chores)
04. Playing with brothers and sisters
05. Playing with neighborhood kids, other friends, boyfriend girlfriend
06. Wandering aimlessly; no real activity
07. Activities with parents
08. Hobby
00. Other
77. Don't know

88. Not appropriate, not living at home, infant
99. Not ascertained

46

S.Q8. How often does ________ give or get help with problems or homework from brothers or sisters?

1. Nearly all the time
2. Quite a lot of the time
3. Not very much of the time
4. Never
0. Other answer
7. Don't know

8. Not appropriate, not living at home, infant
9. Not ascertained

47

S.Q9. With whom does ________ spend most of his/her time; a close friend, a few close friends, a parent, or other family members?

1. A close friend
2. A few close friends
3. Parent
4. Other family
5. Usually alone
0. Other answer

8. Not appropriate, not living at home
9. Not ascertained

Column Number

48 S.Q10. Does ________ share a bedroom or does he/she have his/her own room?

1. Own bedroom
2. Shares bedroom

8. Not appropriate, not living at home
9. Not ascertained

49 S.Q11. Does ________ have any hobbies or interests such as collecting things, building models, or other things?

1. Yes
2. No (Code "8" in Columns 50-59)

8. Not appropriate, not living at home
9. Not ascertained

S.Q11. Do hobbies or interests reported by respondent include...?

Common Code for Columns 50 through 59

1. Yes
2. No

8. Not appropriate, none reported, not living at home
9. Not ascertained

---

50 a. physical activities (e.g., sports, outdoor activities, dance)

51 b. social activities (e.g., with friends, talking on the phone

52 c. collecting things

53 d. creative activities (e.g., assembling models, sewing, arts, crafts)

54 e. watching TV, listen to radio

55 f. musical instrument, listening to music

56 g. reading

57 h. earning money, working

58 i. playing with toys, dolls, trucks, or other toys

59 j. other activities, hobbies, interests not mentioned above (pets, fish)

Column Number

60 S.Q12. Does respondent report things that ________ can do especially well?

1. Yes
2. No (Code "8" in Columns 61-69)

8. Not appropriate, not living at home
9. Not ascertained

S.Q12. Do strengths reported by respondent include...?

Common Code for Columns 61 through 69

1. Yes
2. No

8. Not appropriate, none reported, not living at home
9. Not ascertained

---

61 a. intellectual skills, academic achievement, problem-solving skills

62 b. personality attributes, e.g., good natured, gets along well with others, good sense of humor

63 c. athletic prowess, good at sports, outdoor skills

64 d. maintenance/mechanical skills, repairs things, handy mechanic

65 e. helpful around the house/farm, e.g., does chores on his own, helps with cleaning, cares for siblings, cooks

66 f. creative, e.g., paints, writes, builds things out of clay, muscial, dance

67 g. other strengths not mentioned above

68-69 S.Q12. Count the number of strengths reported by respondent--Use interview document; do not simply count number of categories coded above

01. 1
02. 2
03. 3
04. 4
...etcetera...

88. Not appropriate, none reported, not living at home
99. Not ascertained

76-77 Card Number (02)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 3
Common Health Complaints of Children

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 15)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6 C.Q1. Please tell me if any of your children often complain of any of the following...? (Code presence or absence of any complaints)
1. Yes, one or more complaints reported for one or more children
2. No complaints reported for any children (Code "8" in Columns 7-60)

9. Not ascertained

C.Q1a. Who is this? (Code appropriate child ID numbers for each complaint, up to 3 children; maintain same child ID numbers used to code Card 2 - Child Information)

Common Code for Columns 7 through 60
01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...

88. Not appropriate, none reported, no 2nd, 3rd child
99. Not ascertained

7-8 1st child
9-10 2nd child
11-12 3rd child
a. colds, sore throat

13-14 1st child
15-16 2nd child
17-18 3rd child
b. ear infections

19-20 1st child
21-22 2nd child
23-24 3rd child
c. stomach aches, pains chest, only

(continued on next page)

Column Number		
25-26	1st child	d. headaches, sinus
27-28	2nd child	
29-30	3rd child	
31-32	1st child	e. seizures, convulsions
33-34	2nd child	
35-36	3rd child	
37-38	1st child	f. cuts, bruises from accident, falling
39-40	2nd child	
41-42	3rd child	
43-44	1st child	g. too tired (gets tired easily)
45-46	2nd child	
47-48	3rd child	
49-50	1st child	h. allergies (this specific category was added for coding--see if allergies are listed in "Other" blank and code them by child here)
51-52	2nd child	
53-54	3rd child	
55-56	1st child	i. other (leg pains, hyperactive)
57-58	2nd child	
59-60	3rd child	

SKIP Q1b if it appears in interview booklet

76-77	Card Number (03)
78-80	Project Number (123)

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Card 4
Health Conditions of Family

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 15)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6 C.Q2. Would you mind telling me if anyone in your immediate family--adults or children--have any of the following conditions? (Code presence or absence of any conditions)

1. Yes, one or more conditions reported for one or more family members
2. No conditions reported for any family members (Code "8" in Columns 7-74)

9. Not ascertained

C.Q2a. Who is this? (Code appropriate parent or child ID number for each condition, up to 3 persons; maintain same child ID numbers used to code Card 2--Child Information)

Common Code for Columns 7 through 74

01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult, Relative

88. Not appropriate, none reported, no 2nd, 3rd relation
99. Not ascertained

7-8 1st relation
9-10 2nd relation
11-12 3rd relation

a. asthma or bronchitis

(continued on next page)

Column Number		
13-14	1st relation	b. kidney disease, infections
15-16	2nd relation	
17-18	3rd relation	
19-20	1st relation	c. diabetes
21-22	2nd relation	
23-24	3rd relation	
25-26	1st relation	d. low or high blood sugar (Combined category)
27-28	2nd relation	
29-30	3rd relation	
31-32	1st relation	e. heart disease
33-34	2nd relation	
35-36	3rd relation	
37-38	1st relation	f. cystic fibrosis
39-40	2nd relation	
41-42	3rd relation	
43-44	1st relation	g. high blood pressure (Added category)
45-46	2nd relation	
47-48	3rd relation	
49-50	1st relation	h. thyroid disease
51-52	2nd relation	
53-54	3rd relation	
55-56	1st relation	i. drug addiction
57-58	2nd relation	
59-60	3rd relation	
61-62	1st relation	j. cancer
63-64	2nd relation	
65-66	3rd relation	
67-68	1st relation	k. alcoholism, "problem drinker"
69-70	2nd relation	
71-72	1st relation	l. other
73-74	2nd relation	
76-77		Card Number (04)
78-80		Project Number (123)

The University of Wisconsin
Research and Training Center

Project 123
Fall 1982

1981-82 FAMILY SURVEY INTERVIEW

Card 5
Sensory Impairments, Smoking, Health Care

Column Number

1-3 — Family Identification Number (from cover sheet)

4-5 — Respondent Identification Number (from P. 15)
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult

6 — C.Q3. Has anyone in your family ever had any problems with their vision?
- 1. Yes (Code 3a through 3d below for up to 3 related persons)
- 2. No (Code "8" in Columns 7-21)

- 9. Not ascertained

7-8 1st relation
12-13 2nd relation
17-18 3rd relation
— C.Q3a. Who is this? (Code appropriate parent or child ID number, up to 3 related persons; maintain same child ID numbers used to code Card 2--Child Information)
- 01. Child #1
- 02. Child #2
- 03. Child #3
- 04. Child #4
- ...etcetera...
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult, Relative

- 88. Not appropriate, "No" to Q3, no 2nd, 3rd relation
- 99. Not ascertained

9 1st relation
14 2nd relation
19 3rd relation
— C.Q3b. What is/was the problem?
- 1. Nearsighted
- 2. Farsighted
- 3. Astigmatism
- 4. Congenital defect
- 5. Lazy eye, cross-eyed
- 6. Blind
- 7. Don't remember, don't know
- 0. Other

- 8. Not appropriate, "No" to Q3., no 2nd, 3rd relation
- 9. Not ascertained

Column
Number

10 1st relation
15 2nd relation
20 3rd relation

C.Q3c. When did you first notice this?

1. At birth through 1 year of age
2. 1-3 years of age
3. 4-6 years of age
4. 7-18 years of age
5. Adult (19-40 years of age)
6. Older Adult (>40 years of age)
7. Don't remember, don't know

8. Not appropriate, "No" to Q3., no 2nd, 3rd relation
9. Not ascertained

11 1st relation
16 2nd relation
21 3rd relation

C.Q3d. Was anything done to correct it?

1. Glasses, contacts
2. Patch
3. Surgery
4. Exercises
5. No correction
0. Other
7. Don't remember, don't know

8. Not appropriate, "No" to Q3., no 2nd, 3rd relation
9. Not ascertained

22

C.Q4. Has anyone in your family ever had any problems with their hearing?

1. Yes (Code 4a through 4d below for up to 3 related persons)
2. No (Code "8" in Columns 23-37)

9. Not ascertained

23-24 1st relation
28-29 2nd relation
33-34 3rd relation

C.Q4a. Who is this? (Code appropriate parent or child ID number, up to 3 related persons; maintain same child ID numbers used to code Card 2--Child Information)

01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult, Relative

88. Not appropriate, "No" to Q4., no 2nd, 3rd relation
99. Not ascertained

Column
Number

25 1st relation
30 2nd relation
35 3rd relation

C.Q4b. What is/was the problem?

1. Hearing loss, caused by infections, disease
2. Hearing loss, caused by accident, military injury
3. Hearing loss, congenital defect and/or hereditary
4. Hearing loss, cause unknown
5. Ear infections, temporary hearing losses, blockage
6. Fluid in ears, wax
7. Don't remember, don't know
0. Other

8. Not appropriate, "No" to Q4., no 2nd, 3rd relation
9. Not ascertained

26 1st relation
31 2nd relation
36 3rd relation

C.Q4c. When did you first notice this?

1. At birth through 1 year of age
2. 1-3 years of age
3. 4-6 years of age
4. 7-18 years of age, "a kid"
5. Adult (19-40 years of age)
6. Older adult (>40 years of age)
7. Don't remember, don't know

8. Not appropriate, "No" to Q4., no 2nd, 3rd relation
9. Not ascertained

27 1st relation
32 2nd relation
37 3rd relation

C.Q4d. Was anything done to correct it?

1. Ears drained
2. Tubes in ears
3. Surgery
4. Hearing aid
5. No correction
6. Medication
7. Don't remember, don't know
0. Other

8. Not appropriate, "No" to Q4., no 2nd, 3rd relation
9. Not ascertained

38

C.Q5. Does anyone in your family have a physical handicap; that is, does anyone have problems getting around?

1. Yes (Code 5a through 5d below for up to 3 related persons)
2. No (Code "8" in Columns 39-53)

9. Not ascertained

Column Number	
39-40 1st relation 44-45 2nd relation 49-50 3rd relation	C.Q5a. Who is this? (Code appropriate parent or child ID number, up to 3 related persons, maintain same child ID numbers used to code Card 2--Child Information) 01. Child #1 02. Child #2 03. Child #3 04. Child #4 ...etcetera... 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult, Relative 88. Not appropriate, "No" to Q5., no 2nd, 3rd relation 99. Not ascertained
41 1st relation 46 2nd relation 51 3rd relation	C.Q5b. Could you tell me how this happened? 1. At birth, congenital defect 2. Accident 3. Disease, e.g., polio 4. Aging process 7. Don't remember, don't know 8. Not appropriate, "No" to Q5., no 2nd, 3rd relation 9. Not ascertained
42 1st relation 47 2nd relation 52 3rd relation	C.Q5c. Does ________ use a wheelchair, walker, braces, or other kind of aid? 1. Yes 2. No (Code "8" in Columns 43, 48, 53) 8. Not appropriate, "No" to Q5., no 2nd, 3rd relation 9. Not ascertained
43 1st relation 48 2nd relation 53 3rd relation	C.Q5d. Does this affect ________ ability to do his/her usual work or attend school? 1. Yes 2. No 7. Don't know 8. Not appropriate, "No" to Q5., no 2nd, 3rd relation 9. Not ascertained

----

C.Q6. IS CODED ON CARD 6,
SKIP TO C.Q7., P. 18

Column Number

54 C.Q7. Does you family have one certain doctor whom you contact for any illness or injury you may have, or do you go to a certain clinic, or do you select different doctors or clinics depending on the problem, or don't you have any regular doctor or clinic that you use? (from P. 18)

1. Certain doctor
2. Certain clinic
3. Different doctors or clinics
4. No regular doctor or clinic

9. Not ascertained

55 C.Q8. Do family members use medical services for routine care, such as dental checkups, or only when needed, or for both routine and emergency care, or rarely for anything?

1. Routine care
2. Only when needed
3. Both 1. and 2.
4. Rarely for anything

9. Not ascertained

56 C.Q9. About how many visits has your family made to the doctor or clinic in the past year for illness, injuries, or other health problems?

1. None
2. 1-3 visits
3. 4-6 visits
4. 7-10 visits
5. 11-15 visits
6. >15 visits

9. Not ascertained

57 C.Q10. Does anyone in your family smoke cigarettes?

1. Yes (Code 10a and 10b for up to 3 related persons)
2. No (Code "8" in Columns 58-66)

9. Not ascertained

Column
Number

58-59 1st relation
61-62 2nd relation
64-65 3rd relation

C.Q10a. Who is this? (Code appropriate parent or child ID number, up to 3 related persons; maintain same child ID numbers used to code Card 2--Child Information)

01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult, Relative

88. Not appropriate, "No" to Q10., no 2nd, 3rd relation
99. Not ascertained

60 1st relation
63 2nd relation
66 3rd relation

C.Q10b. How much do you/they smoke in one day?

1. Less than 5
2. 1/2 pack
3. 1 pack
4. More than 1 pack
7. Don't know

8. Not appropriate, "No" to Q10., no 2nd, 3rd relation
9. Not ascertained

67

C.Q11. Does your family participate in any food assistance program...?

1. Yes
2. No (Code "8" in Columns 68-71)

9. Not ascertained

C.Q11. Do food assistance programs reported by respondent include...?

Common Code for Columns 68 through 71

1. Yes
2. No

9. Not ascertained

----

68 a. Supplemental Food Program for Women and Children (WIC)

69 b. food stamps

70 c. school hot lunch

71 d. other program

Column Number	
72	C.Q12. Is your family covered by health insurance? 1. Yes 2. No (Code "8" in Columns 73-74) 9. Not ascertained
73 1st kind 74 2nd kind	C.Q12a. What kind of health insurance do you have? (Code up to 2 kinds of health insurance) 1. Insurance policy named 2. Medicare and/or Medicaid, medical assistance 3. Insurance program, unnamed, don't remember name of program 8. Not appropriate, "No" to Q12, no 2nd kind 9. Not ascertained
75	C.Q13. I'd like you to tell me which face best sums up how you feel about the medical and health services your family has received. 1. 1 2. 2 3. 3 4. 4 5. 5 8. Not appropriate, never received services 9. Not ascertained
76-77	Card Number (05)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 6
Hospital Visits

Column
Number

1-3

Family Identification Number (from cover sheet)

4-5

Respondent Identification Number (from P. 15)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6

C.Q6. Except for when you had a baby, have you or anyone else in your family ever had to go to the hospital or other institution? (from P. 18)
1. Yes (Code 6a through 6d for up to 8 events listed on P. 18)
2. No (Code "8" in Columns 7 through 70)

9. Not ascertained

7-8 1st visit
15-16 2nd visit
23-24 3rd visit
31-32 4th visit
39-40 5th visit
47-48 6th visit
55-56 7th visit
63-64 8th visit

C.Q6a. Who was this? (Code appropriate parent or child ID numbers for each visit, up to 8 visits, maintain same child ID numbers used to Code Card 2--Child Information)
01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult, Relative

88. Not appropriate, "No" to Q6., no 2nd-8th visit
99. Not ascertained

9-12 1st visit
17-20 2nd visit
25-28 3rd visit
33-36 4th visit
41-44 5th visit
49-52 6th visit
57-60 7th visit
65-68 8th visit

C.Q6b. When was this? (Record month and year)
Example: October, 1975

	1	0	7	5
(Column)	9	10	11	12
	month		year	

8888. Not appropriate, "No" to Q6., no 2nd-8th visit
9999. Not ascertained (Code "99" for month or year not ascertained)

Column
Number

13 1st visit
21 2nd visit
29 3rd visit
37 4th visit
45 5th visit
53 6th visit
61 7th visit
69 8th visit

C.Q6c. How long did ________ stay there?

1. 1-3 days
2. Between 4 days and 1 week
3. 1-3 weeks
4. 1-3 months
5. >3 months
6. No overnight, out-patient
0. Other, include variable length of stay, "on and off in Mendota"
7. Don't remember

8. Not appropriate, "No" to Q6, no 2nd-8th visit
9. Not ascertained

14 1st visit
22 2nd visit
30 3rd visit
38 4th visit
46 5th visit
54 6th visit
62 7th visit
70 8th visit

C.Q6d. Why was it necessary for ________ to go there?

1. Emergency accident, e.g., broken bone, sprain, burn, other injury
2. Treatment for short-term illness, condition, infection, e.g., pneumonia, high fevers, tubes cleaned, cysts, ulcers
3. Treatment for chronic illness, condition, congenital defect, e.g., alcoholism, chemical imbalance, hemorrhoids, migraines, asthma, cystic fibrosis
4. Medical observation and/or tests
5. Surgery, e.g., kidney stones, tubes (ears), cancer, shunt, eyes, polyps (nose), tubes tied, hernia, hysterectomy, sinus, tonsils, adenoids, gall bladder
6. Psychiatric observation and/or care
0. Other, miscarriage, D&C
7. Don't remember

8. Not appropriate, "No" to Q6, no 2nd-8th visit
9. Not ascertained

76-77 Card Number (06)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 7
Family Activities (HELPS)

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 21)
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult

Part D. "Family Activities" (Pp. 2-4 in Parent Answer Booklet) is comprised of 23 questions, each rated on a 5-point scale. Each rating receives a score of 1, 2, 3, 4, or 5, as indicated below. For each question, code the score that corresponds to the rating given by the respondent on Pp. 2-4.)

Common Code for Columns 6 through 27
1. 1
2. 2
3. 3
4. 4
5. 5

9. Not ascertained

6 1. Not counting what happens at school, how often do your children go to the library, or a museum, or some place like that.

Once a Week _5_:_4_:_3_:_2_:_1_ Less Than Once a Year

7 2. When your children have a chance to choose what to do around the house, how often do they choose to look at a book or magazine?

Almost Every Day _5_:_4_:_3_:_2_:_1_ Very Seldom

8 3. How often do you attend social gatherings (e.g., parties, dances, church activities, PTA)?

Less Than Once a Year _1_:_2_:_3_:_4_:_5_ Once a Week

9 4. How often do you take part in social activities in which some of the people are of different ethnic groups or races (e.g., church, parties, etc.)?

Once a Week _5_:_4_:_3_:_2_:_1_ Less Than Once a Year

Column
Number

10 5. How often do you visit someone who is not related to you?

Almost Never 1 : 2 : 3 : 4 : 5 Almost Daily

11 6. How often do you visit friends who live in neighborhoods other than your own?

Almost Daily 5 : 4 : 3 : 2 : 1 Almost Never

12 7. How often do you talk to your children about things they have seen on TV? (CHECK ___ IF NO TV) = 1

Almost Never 1 : 2 : 3 : 4 : 5 Almost Daily

13 8. If your children ask you a question you can't answer, how often do you try to find the answer by looking in a book?

Never 1 : 2 : 3 : 4 : 5 Always

14 9. How often do your children see you reading something?

Almost Every Day 5 : 4 : 3 : 2 : 1 Never

SKIP Q10.

15 11. How often do your children see you reading a novel, or some other book?

Never 1 : 2 : 3 : 4 : 5 Almost Every Day

16 12. How often do your children's activities include pretending "real life" adult activities, such as keeping house, working in a store, or driving a bus?

Very Often 5 : 4 : 3 : 2 : 1 Never

17 13. How much do you or other adults in the home talk with the children at meal time?

Not Much 1 : 2 : 3 : 4 : 5 Most of the Time

18 14. How much did you read to your children before they could read for themselves?

Almost Never 1 : 2 : 3 : 4 : 5 Almost Daily

Column
Number

19 15. How often do you tell your children that they have behaved well at school?

Very Often 5 : 4 : 3 : 2 : 1 Never

20 16. How often do you read the newspaper?

Daily 5 : 4 : 3 : 2 : 1 Never

21 17. How often do your children come to you with homework problems?

Very Often 5 : 4 : 3 : 2 : 1 Never

22 18. How much did you help your children to recognize words or letters before they entered school?

A Great Deal 5 : 4 : 3 : 2 : 1 None

23 19. How often do you ask your children about what they have done in school?

Almost Never 1 : 2 : 3 : 4 : 5 Almost Every Day

24 20. How often do you give your children a pat or hug or something like that when you are pleased with the way they are learning?

Very Often 5 : 4 : 3 : 2 : 1 Almost Never

25 21. How often do you tell friends or family about some clever thing one of your children has said?

Very Often 5 : 4 : 3 : 2 : 1 Almost Never

26 22. When your children go someplace with you, how likely are you to point out things which they might not have noticed before?

Very Unlikely 1 : 2 : 3 : 4 : 5 Very Likely

27 23. How often do you explain to your children what steps must come first, second, and so on, in doing some task?

Very Often 5 : 4 : 3 : 2 : 1 Very Seldom

Factor scoring of "Family Activities" yields 5 factors. Enter each factor score and total score (prescored) in the appropriate columns. See "Family Activities (HELPS) Scoring Sheet" for scores.

Column Number	
28-29	Factor I. Extended Interests and Community Involvement (Score range: 9-45)
	99. Not ascertained
30-31	Factor II. Valuing Language and School Related Behavior (Score range: 5-25)
	99. Not ascertained
32-33	Factor III. Intellectual Guidance (Score range: 3-15)
	99. Not ascertained
34-35	Factor IV. Providing a Supportive Environment for School Learning (Score range: 7-35)
	99. Not ascertained
36-37	Factor V. Attention (Score range: 4-20)
	99. Not ascertained
38-40	Total Score (Sum of factor scores; score range: 28-140)
	999. Not ascertained
76-77	Card Number (07)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 8
School Contacts, Skips/Repeats, Educ. Outreach

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 27)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6 E.Q1. What was your most recent contact with the school concerning your children's education?
1. Within the last 2 weeks
2. Within the last month
3. Within the last 3 months
4. More than 3 months ago
7. Don't remember

9. Not ascertained

7 1st child
15 2nd child
23 3rd child

E.Q2. What was the reason for the contact? (Code reasons for up to 3 children)
1. Parent-teacher conferences (Code "8" for Probes A, B, & C)
2. Extracurricular activities, e.g., athletic event, concert, art show (Code "8" for Probes A, B, & C)
3. Positive and/or regularly occurring report on academic progress or behavior (Code "8" for Probes A, B, & C)
4. Meeting concerning remedial and/or special education program initiation, changes, plan, e.g., program placement, I.E.P. meeting) (Code "8" for Probes A, B, & C)
*5. Academic, achievement problem
*6. Behavior problem, including attendance
0. Other (Code "8" for Probes A, B, & C)
7. Don't remember

8. Not appropriate, no 2nd, 3rd child
9. Not ascertained

---

*Only academic or behavior problems were probed by interviewer.

Column
Number

8-9	1st child	E.Q2. Probe A. Who was having the problem? (Code Probe A, B, C for up to 3 children; maintain same child ID numbers used to code Card 2--Child Information)
16-17	2nd child	
24-25	3rd child	

01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...

88. Not appropriate, no academic or behavior problem reported for Q2, no 2nd, 3rd child
99. Not ascertained

10	1st prblm/1st chld	E.Q2. Probe B. What was the problem? (Code up to 2 problems per child)
11	2nd prblm/1st chld	
18	1st prblm/2nd chld	
19	2nd prblm/2nd chld	
26	1st prblm/3rd chld	
27	2nd prblm/3rd chld	

1. Reading difficulties
2. Math difficulties
3. Difficulties in other subject area(s)
4. Classroom behavior problems
5. Incomplete homework, assignments
6. Attendance problems, chronic absenteeism (including chronic illness)
0. Other
7. Don't remember

8. Not appropriate, no academic or behavior problem reported for Q2, no 2nd, 3rd child
9. Not ascertained

12	1st action/1st chld	E.Q3. Probe C. What was done? (Code up to 2 actions per child)
13	2nd action/1st chld	
20	1st action/2nd chld	
21	2nd action/2nd chld	
28	1st action/3rd chld	
29	2nd action/3rd chld	

1. Parent & teacher arrived at a plan for addressing academic or behavior problems, e.g., homework check sheet to be signed by parents, curriculum change
2. Teacher made recommendations as to what could/should be done by parent
3. Teacher informed parent as to what was/would be done at school, e.g., change reading group
4. Child to be referred for further evaluation/treatment of problems, e.g., seeing guidance counselor
5. Nothing
0. Other-
7. Don't remember

8. Not appropriate, no academic or behavior problem reported for Q2, no 2nd, 3rd child
9. Not ascertained

Column
Number

14 1st child
22 2nd child
30 3rd child

E.Q3. Were you satisfied with what happened? (Code for up to 3 children -- feelings of satisfaction may differ across situations and children)

1. Yes
2. No

8. Not appropriate, no 2nd, 3rd differing response
9. Not ascertained

31 1st area
32 2nd area
33 3rd area

E.Q3a. What could have been improved? (Code up to 3 different areas of improvement)

1. More attention to children's academic needs
2. More attention to children's social and emotional needs, respect them
3. Teachers' attitudes toward parents
4. Teachers' attitudes, nonspecific
5. Parent-teacher communication, more discussion, more information
6. More programming options, e.g., more help, less help, more extracurricular activities
0. Other

8. Not appropriate (i.e., satisfied with what happened), "Yes" to Q3., no 2nd, 3rd area
9. Not ascertained

34

E.Q4. Have any of your children skipped or repeated a grade?

1. Yes
2. No (Code "8" in Columns 35-59)
7. Don't remember, don't know

9. Not ascertained

35-36 1st skip/repeat
40-41 2nd skip/repeat
45-46 3rd skip/repeat
50-51 4th skip/repeat
55-56 5th skip/repeat

E.Q4a. Who was this? (Code appropriate child ID numbers for each skip/repeat up to 5 skips/repeats; maintain same child ID number used to code Card 2--Child Information)

01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...

88. Not appropriate, "No" to Q4., no 2nd, 3rd, 4th, 5th skip/repeat
99. Not ascertained

Column
Number

37 1st skip/repeat
42 2nd skip/repeat
47 3rd skip/repeat
52 4th skip/repeat
57 5th skip/repeat

E.Q4b. Skipped or repeated?
1. Skipped
2. Repeated
7. Don't remember, don't know

8. Not appropriate, "No" to Q4., no 2nd, 3rd, 4th, 5th skip/repeat
9. Not ascertained

38-39 1st skip/repeat
43-44 2nd skip/repeat
48-49 3rd skip/repeat
53-54 4th skip/repeat
58-59 5th skip/repeat

E.Q4c. What grade?
01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
21. Kindergarten
77. Don't remember, don't know

88. Not appropriate, "No" to Q4., no 2nd, 3rd, 4th, 5th skip/repeat
99. Not ascertained

22. Early Childhood-EEN (public schools)
00. Other, held out of kindergarten, preschool instead

60

E.Q5. I'd like you to tell me which face best sums up how you feel about the contacts you've had with the schools, in general (Code average if more than one response is circled)
1. 1
2. 2
3. 3
4. 4
5. 5

9. Not ascertained

61

E.Q6. If it were possible, would you be interested in working on learning activities in your home with your child and a teacher?
1. Yes
2. No
7. Don't know

9. Not ascertained

62

E.Q7. If (town) had a parent center, do you think you would use it? (NOTE: Response sequence is out of order -- CODE CAREFULLY!)
1. Yes (Code "8" in Columns 63-64)
2. No
7. Don't know

9. Not ascertained

Column
Number

63 1st reason
64 2nd reason

E.Q7a. May I ask why you feel this way? (Code up to 2 reasons)

1. Parent can best help children meet their needs
2. Parent doesn't have patience, skills to teach children
3. Parent doesn't have desire to teach children
4. Parent doesn't have time, energy to participate in a parent center; doesn't have time to teach children
5. Children don't need it
6. Don't think it's a good idea, e.g., "Things like that usually don't turn out...enthusiasm wanes"
7. Don't know
0. Other

8. Not appropriate, "Yes" to Q7., no 2nd reason
9. Not ascertained

65

E.Q8. Would you be interested in being in a group where parents get together and talk about "being parents"?

1. Yes (Code "8" in Columns 66-69)
2. No (Code "8" in Columns 66-69)
3. Already in a group
7. Don't know (Code "8" in Columns 66-69)

9. Not ascertained

66

E.Q8a. What group is that?

1. Parent group affiliated with school
2. Parent group affiliated with church
3. Parent group affiliated with a community-based organization, e.g., "Parents Anonymous"
4. Parent group organized by friends, neighbors
0. Other

8. Not appropriate, "Yes," "No," "Don't know" to Q8.
9. Not ascertained

67 1st activity
68 2nd activity
69 3rd activity

E.Q8b. What kinds of things do you do as a group? (Code up to 3 activities)

1. Discussions, just talk
2. Lectures, presentations, workshops
3. Projects, e.g., resource book
4. Obtain materials
5. Parent-to-parent assistance, e.g., child care, emotional support
6. Work with schools, church, or community-based organization to improve programs for children
0. Other

8. Not appropriate, "Yes," "No," "Don't know" to Q8., no 2nd, 3rd activity
9. Not ascertained

Column Number

70 E.Q9. Do you have a car or some other way of getting to these meetings?

1. Yes
2. No

9. Not ascertained

71 E.Q10. Do you have child care, if needed, to enable you to go to these meetings?

1. Yes (Code "8" in Column 74)
2. No (Code "8" in Colums 72-73)

9. Not ascertained

72 1st category
73 2nd category

E.Q10a. Who would care for your child(ren)? (Code up to 2 categories)

1. Immediate family, e.g., husband, other children
2. Extended family, e.g., grandmother, aunt, uncle
3. Friend, neighbor
4. No one in particular, but able to find someone if necessary, don't need it
0. Other

8. Not appropriate, "No" to Q10., no 2nd category
9. Not ascertained

74 E.Q10b. Would you like the schools to provide this service or help you find someone?

1. Yes
2. No
7. Don't know

8. Not appropriate, don't need it, "Yes" to Q10.
9. Not ascertained

76-77 Card Number (08)

78-80 Project Number (123)

The University of Wisconsin
Research and Training Center

Project 12
Fall 1982

1981-82 FAMILY SURVEY INTERVIEW

Card 9
Parental Modernity Scale and Follow-Up Questions

Column Number	
1-3	Family Identification Number (from cover sheet)
4-5	Respondent Identification Number (from P. 27) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult

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Part E. The Parental Modernity Scale includes Questions 11 through 25 (P. 29-30), each rated on a scale of 1 through 5. Code each rating circled by the interviewer in the appropriate column. Enter the total score (prescored) in Columns 21-22, then code Questions 26 through 28.

Common Code for Columns 6 through 20

1. 1
2. 2
3. 3
4. 4
5. 5

9. Not ascertained

6	E.Q11. The most important thing to teach children is absolute obedience to parents
7	E.Q12. Now that my child is in school, the school has the main responsibility for his/her education
8	E.Q13. Children generally do not do what they should unless someone sees to it
9	E.Q14. I teach my children that he/she should be doing something useful at all times
10	E.Q15. It's all right for my child to disagree with me
11	E.Q16. Children should always obey their parents
12	E.Q17. Teachers need not be concerned with what goes on in a child's home

(continued on next page)

Column Number	
13	E.Q18. I go along with the game when my child is pretending something
14	E.Q19. Parents should teach their children to have unquestioning loyalty to them
15	E.Q20. Teachers should discipline all the children the same
16	E.Q21. Children should not question the authority of their parents
17	E.Q22. What I teach my child at home is very important to his/her school success
18	E.Q23. Children will be bad unless they are taught what is right
19	E.Q24. A child's ideas should be seriously considered in making family decisions
20	E.Q25. A teacher has no right to seek information about a child's home background
21-22	Total Score (Prescored; score range: 1-61) 99. Not ascertained
23	E.Q26. It is important for a child to be curious about things. (This question does not contribute to the total score above) 1. 1 2. 2 3. 3 4. 4 5. 5 9. Not ascertained

Column
Number

24-25 1st charac.
26-27 2nd charac.
28-29 3rd charac.
30-31 4th charac.
32-33 5th charac.

E.Q27. How would you describe a "good teacher"? (Code up to 5 different characteristic categories listed below)

01. Positive personaltiy attributes, e.g., enthusiastic, patient, warm, motherly
02. Accepts, treats, respects children as individuals (personal-social aspects)
03. Addresses children's individual educational needs, individualizes instruction, addresses needs of very good or very poor/slow student
04. Involved with children, takes time to know them, listens, relates, concerned, interested, does things beyond what is usual
05. Encourages, motivates, praises children's efforts
06. Likes children, job as teacher, on task, conscientious
07. Respected, liked by children
08. Disciplinary skills, e.g., controls children, authority figure, firm
09. Knowledgeable, well-educated
10. Good problem-solver, creative, innovative
11. Has high expectations for children
12. Initiates home contact, communication
13. Fair, consistent
14. Focus on basic skills
00. Other
77. Can't think of anything, don't know

88. Not appropriate, no 2nd, 3rd, 4th, 5th characteristic
99. Not ascertained

34-35

E.Q27. How would you describe a "good teacher"? (Code the number of characteristics, qualities, attributes, behaviors generated by respondent; do not simply count number of categories coded above)

01. 1
02. 2
03. 3
04. 4
...etcetera...
77. Can't think of anything, don't know

99. Not ascertained

Column
Number

36

E.Q28. Are there any changes or new things you would like to see happen that concern your children's education?

1. Yes
2. No (Code "8" in Columns 37-46)

9. Not ascertained

37-38 1st change
39-40 2nd change
41-42 3rd change
43-44 4th change
45-46 5th change

E.Q28. What changes/new things are reported by respondent? (Code up to 5 different changes/new things categories listed below)

01. Curriculum/program changes--academic
02. Curriculum/program changes--personal-social
03. Curriculum/program changes--sports, leisure, recreation, arts
04. Changes in teachers' attitudes toward children and/or vice versa
05. More individual attention to children's educational needs, e.g., remedial, special, gifted and talented
06. Changes in teachers' attitudes toward parents and/or vice versa
07. More parent-teacher communication, involvement
08. More home visits, home programming
09. Changes in school structure, e.g., teacher/child ratio, children's assignments to teachers, crowding, noise
10. Changes in grading system
11. Changes in labeling, categorization of children
12. Changes in discipline policies and/or procedures, e.g., attendance, drugs
13. Changes in smoking policy
14. Accessibility of administrators
15. Improved transportation services
16. Better health screening
17. School pay for more of child's necessities, e.g., shop parts, lunches, etc.
18. Eliminate tenure system, review teacher performance regularly
00. Other

88. Not appropriate, no 2nd, 3rd, 4th, 5th change
99. Not ascertained

76-77 Card Number (09)

78-80 Project Number (123)

Column
Number

20-21 1st charac.
22-23 2nd charac.
24-25 3rd charac.

F.Q2. How would you describe yourself (as a student)? (Code up to 3 different characteristics listed below)

01. Very good student, "A" student
02. Good student, above average, "B" student
03. Average student, "C" student
04. Below average student, "D" student
05. Very poor student, not good student, "F" student
06. Student performance varied at different ages, grades, varied in different subjects
07. Generally liked school
08. Generally disliked school, not interested, bad attitude toward school
09. Active, outgoing, extrovert
10. Daydreamer, didn't pay attention, bored
11. Misbehaved, behavior problem, "hood", fooled around
12. Missed a lot of school due to illness
13. Missed a lot of school due to truancy
14. Missed a lot of school due to family moves
15. Family moved a lot--attended many different schools
16. Well-behaved
17. Shy, withdrawn, introverted
18. "Slow learner," slow in school
19. Lazy, didn't work up to abilities, didn't apply self
20. Hard-working, conscientious, studious
00. Other
77. Can't think of anything, don't know

88. Not appropriate, no 2nd, 3rd characteristic, no Mother/Mother Figure
99. Not ascertained

26-27

F.Q3. What was the last grade of school you completed?

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
12. 12th grade (Code "8" in Column 28)
13. G.E.D.--high school equivalency diploma
21. Kindergarten

88. Not appropriate, never went to school, no Mother/Mother Figure
99. Not ascertained

28

F.Q3a. Would you mind telling me why you left school?

1. Didn't like school, dissatisfied
2. Marriage
3. Pregnancy, child care
4. Personal physical health problems
5. Personal emotional health problems
6. Entered armed services, e.g., army, navy
0. Other

8. Not appropriate, completed 12th grade, never went to school, no Mother/Mother Figure
9. Not ascertained

Column
Number

F.Q4. has been separated into two sets of questions; one set of questions is about grades skipped, the other set is about grades repeated.

29

F.Q4/Skip. Did you skip a grade in school?
1. Yes
2. No (Code "8" in Columns 30-33)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

30-31 1st skip
32-33 2nd skip

F.Q4/Skip. What grade was skipped? (Code up to 2 skips)
01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
21. Kindergarten

88. Not appropriate, "No" to Q4/Skip, no 2nd skip, no Mother/Mother Figure
99. Not ascertained

34

F.Q4/Repeat. Did you repeat a grade in school?
1. Yes
2. No (Code "8" in Columns 35-40)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

35-36 1st repeat
38-39 2nd repeat

F.Q4/Repeat. What grade was repeated? (Code up to 2 repeats)
01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
21. Kindergarten

88. Not appropriate, "No" to Q4/Repeat, no 2nd repeat, no Mother/Mother Figure
99. Not ascertained

Column
Number

37 1st repeat explan.
40 2nd repeat explan.

F.Q4/Repeat. Would you mind explaining the circumstances? (Code first explanation listed for each repeat, up to 2 repeats)

1. Didn't apply myself, i.e., attributes problems to self
2. Wasn't doing well, having academic problems
3. Personal physical health problems
4. Personal emotional health problems
5. Family moved--difficult
6. Family difficulties, e.g., had to care for ill parent
0. Other
7. Don't remember, don't know

8. Not appropriate, "No" to Q4/Repeat, no 2nd repeat, no Mother/Mother Figure
9. Not ascertained

41

F.Q5. Did your education include kindergarten?

1. Yes
2. No, No kindergarten available

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

42

F.Q6. Have you had any additional education or training?

1. Yes
2. No, none (Code "8" in Columns 43-49)

8. Not appropriate, no Moth[illegible]Mother Figure
9. Not ascertained

F.Q6. Does additional education or training reported by respondent include...? (Code each of the following categories)

Common Code for Columns 43 through 49

1. Yes
2. No

8. Not appropriate, none reported, no Mother/Mother Figure
9. Not ascertained

43 a. vocational/technical training

44 b. some college (four-year college, community or junior college, business college)

(continued on next page)

Column Number

45 c. community/junior/business college graduate

46 d. four year college/university graduate

47 e. some postgraduate study

48 f. advanced degree

49 g. other

F.Q7, F.Q8, F.Q9 are coded on Cards 13 & 14.
SKIP TO F.Q10, P. 38

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50 F.Q10. What is your current marital status--married, widowed, divorced, separated, or never married?

1. Married
2. Widowed
3. Divorced
4. Separated
5. Never married (Code "8" in Columns 51-58)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

51-54 F.Q10a. In what year did this occur? (Code all 4 digits)

Example: 1 9 6 6
(Column) 51 52 53 54

8888. Not appropriate, never married, no Mother/Mother Figure
9999. Not ascertained

55-56 F.Q10b. How old were you when you were first married? (Record age in years)

Example: 2 3
(Column) 55 56

88. Not appropriate, never married, no Mother/Mother Figure
99. Not ascertained

57 F.Q10c. How may times have you been married?

1. One time
2. Two times
3. Three times
4. Four times
5. Five or more times

8. Not appropriate, never married, no Mother/Mother Figure
9. Not ascertained

Column
Number

58 F.Q10d. How many times have you been divorced?

1. One time
2. Two times
3. Three times
4. Four times
5. Five or more times
6. Never

8. Not appropriate, never married, no Mother/ Mother Figure
9. Not ascertained

59 F.Q11. What facial expression (numbered 1 through 5) best sums up the "harmony" of your relationship at this time?

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no spouse or partner in home, no Mother/Mother Figure
9. Not ascertained

76-77 Card Number (10)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 11
Mother/Mother Figure's Employment History

Column
Number

1-3
Family Identification Number (from cover sheet)

4-5
Respondent Identification Number (from P. 33)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6-7
Information about... (from P. 33)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. No Mother/Mother Figure in home (Code "8" in Columns 8-64 for Card 11, Columns 8-64 for Card 12, Columns 8-74 for Card 13, Columns 8-30 for Card 14, Columns 8-61 for Card 51)

8
F.Q12. Have you had any illnesses, accidents, or other difficulties during any of your pregnancies?
1. Yes (Code pregnancy difficulties for Q12a through Q12c, for up to 4 children)
2. No (Code "8" in Columns 9-64
7. Don't remember, don't know

8. Not appropriate, no Mother/Mother Figure, never pregnar
9. Not ascertained

9-10 1st child
23-24 2nd child
37-38 3rd child
51-52 4th child

F.Q12a. What child was this? (Code Q12a through 12c for up to 4 children; maintain same child ID numbers used to code Card 2--Child Information)
01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...
55. Fetus (stillborn, miscarriage, abortion), neonate
77. Don't remember, don't know

88. Not appropriate, "No" to Q12, no Mother/Mother Figure, never pregnant
99. Not ascertained

Column Number

11-12 1st chld/1st evnt
15-16 1st chld/2nd evnt
19-20 1st chld/3rd evnt

25-26 2nd chld/1st evnt
29-30 2nd chld/2nd evnt
33-34 2nd chld/3rd evnt

39-40 3rd chld/1st evnt
43-44 3rd chld/2nd evnt
53-54 3rd chld/3rd evnt

53-44 4th chld/1st evnt
57-58 4th chld/2nd evnt
61-62 4th chld/3rd evnt

F.Q12b. Could you briefly describe the circumstances? (Code up to 3 events for each child/fetus, up to 4 children/fetuses; if more than 3 events are associated with a pregnancy, prioritize events to be coded in the order they appear below)

01. Stillborn, miscarriage, abortion
02. Infections, e.g., toxoplasmosis, rubella, cytomegalic disease, syphilis, urinary tract infection, herpes
03. Blood group incompatibility
04. Hormonal conditions--hypothyroidism, hypoglycemia
05. Physical trauma, e.g., hit, fell, beaten
06. Hemorrhaging, bleeding
07. Chronic medication, drugs, alcohol
08. Chronic nutritional deficit
09. Asphyxia, hypoxia, ischemia
10. Pre-eclampsia, eclampsia
11. Diabetes
12. Excessive weight gain or loss
13. Hypertension
14. Dehydration
15. Nausea, general discomfort
16. False labor
17. Swelling
00. Other
77. Don't remember, don't know

88. Not appropriate, "No" to Q12. , no additional children/events, no Mother/Mother Figure, never pregnant
99. Not ascertained

13-14 1st chld/1st evnt
17-18 1st chld/2nd evnt
21-22 1st chld/3rd evnt

27-28 2nd chld/1st evnt
31-32 2nd chld/2nd evnt
35-36 2nd chld/3rd evnt

41-42 3rd chld/1st evnt
45-46 3rd chld/2nd evnt
49-50 3rd chld/3rd evnt

55-56 4th chld/1st evnt
59-60 4th chld/2nd evnt
63-64 4th chld/3rd evnt

F.Q12c. In what month of pregnancy did this occur?

01. 1st month
02. 2nd month
03. 3rd month
04. 4th month
05. 5th month
06. 6th month
07. 7th month
08. 8th month
09. 9th month
10. After 9th month
11. All or most of pregnancy
77. Don't remember, don't know

88. Not appropriate, "No" to Q12., no additional children/events, no Mother/Mother Figure, never pregnant
99. Not ascertained

76-77 Card Number (11)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 12
Mother/Mother Figure's Pregnancy Complications

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 33)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6-7 Information about... (from P. 33)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. No Mother/Mother Figure in home (Code "8" in Columns 8-64 for Card 12, Columns 8-74 for Card 13, Columns 8-30 for Card 14, Columns 8-61 for Card 15)

8 F.Q13. Was there anything unusual about the birth of any of your children?

1. Yes (Code Q13a through Q13c for up to 4 children)
2. No (Code "8" in Columns 9-64)
7. Don't remember, don't know

8. Not appropriate, no Mother/Mother Figure, never pregnant
9. Not ascertained

9-10 1st child
23-24 2nd child
37-38 3rd child
51-52 4th child

F.Q13a. What child was this? (Code Q13a through Q13c for up to 4 children; maintain same child ID number used to code Card 2--Child Information)

01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...
77. Don't remember, don't know

88. Not appropriate, "No" to Q13, no 2nd, 3rd, 4th child, no Mother/Mother Figure, never pregnant
99. Not ascertained

Column
Number

F.Q13b. has been separated into two questions; one question asks for problem circumstances associated with delivery; the other question asks for problem circumstances associated with the infant himself/herself.

11-12 1st chld/1st evnt
13-14 1st chld/2nd evnt
15-16 1st chld/3rd evnt

25-26 2nd chld/1st evnt
27-28 2nd chld/2nd evnt
29-30 2nd chld/3rd evnt

39-40 3rd chld/1st evnt
41-42 3rd chld/2nd evnt
43-44 3rd chld/3rd evnt

53-54 4th chld/1st evnt
55-56 4th chld/2nd evnt
57-58 4th chld/3rd evnt

F.Q13b/Delivery. Could you briefly describe the circumstances? (For Q13b/Delivery and Q13b/Infant, code up to 3 events for each child, for up to 4 children; if more than 3 events are associated with a delivery/infant, prioritize events to be coded in the order they appear in the coding category list)

01. Infant died during delivery or stillborn
02. C-section (Caesarian birth)
03. Induction
04. Premature rupture of membranes
05. Presentation (not vertex)
06. Cord (knotted, tight around neck)
07. Placenta problem
08. Amniotic fluid (turbid, bloody)
09. Multiple gestation
10. Forceps
11. Excessive analgesia
12. Excessive anesthesia
13. Long labor
14. Short labor
15. At-home or on-the-way delivery
16. Blood clot(s)
17. Rh Factor
18. Hemorrhaging
00. Other
77. Don't remember, don't know

88. Not appropriate, "No" to Q13, no additional children/events, no Mother/Mother Figure, never pregnant
99. Not ascertained

Column
Number

17-18	1st chld/1st evnt	
19-20	1st chld/2nd evnt	
21-22	1st chld/3rd evnt	
31-32	2nd chld/1st evnt	
33-34	2nd chld/2nd evnt	
35-36	2nd chld/3rd evnt	
45-46	3rd chld/1st evnt	
47-48	3rd chld/2nd evnt	
49-50	3rd chld/3rd evnt	
59-60	4th chld/1st evnt	
61-62	4th chld/2nd evnt	
63-64	4th chld/3rd evnt	

F.Q13b/Infant. Could you briefly describe the circumstances?

01. Inborn errors of metabolism, e.g., phenylketonuria (PKU), galactosemia
02. Chromosomal disorder, e.g., Down's syndrome, Turner's syndrome
03. Multiple malformations, e.g., neural tube defects--spina bifida; malformations due to effects of thalidomide
04. Other inherited syndromes, e.g., muscular dystrophy, kernicterus (due to blook incompatibility)
05. Hormonal condition--hypothyroidism, hypoglycemia
06. Cerebral palsy, seizures, hypotonia, hypertonia
07. Heart rate low
08. Infection
09. Drug addiction
10. Low birthweight and/or early/premature birth
11. Resuscitation necessary, anoxia, asphyxia
12. Heart irregularities
13. Neurologic signs
14. Low Apgar score
15. Gross physical anomalies, e.g., without arm
16. Minor physical anomalies, e.g., cleft palate
17. Body temperature irregularities
00. Other
77. Don't remember, don't know

88. Not appropriate, "No" to Q13., no additional children/events, no Mother/Mother Figure , never pregnant
99. Not ascertained

76-77 Card Number (12)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 13
Mother/Mother Figure's Delivery/Infant Status Complications

Column Number	
1-3	Family Identification Number (from cover sheet)
4-5	Respondent Identification Number (from P. 33) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult
6-7	Information about... (from P. 33) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult 88. No Mother/Mother Figure in home (Code "8" in Columns 8-74 for Card 13, Columns 8-30 for Card 14, Columns 8-61 for Card 15)
8	F.Q7. Are you employed now, looking for work, retired, or what? (from P. 36) 1. Employed 2. Looking 3. Retired 4. Housewife 0. Other 6. Never worked (Code "8" in Columns 9-74) 8. Not appropriate, no Mother/Mother Figure 9. Not ascertained
9-11 Current/most recent job 31-33 2nd most recent job 53-55 3rd most recent job	F.Q7a. What kind of work (are/were) you doing? (Code current/most recent job* first, 2nd most recent job second, and 3rd most recent job third for Q7a through Q7g; refer to Alphabetical Index of Industries and Occupations-1970 Census for 3-digit occupational title code) 888. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure 999. Not ascertained, unknown occupation

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* In this study, housework and child care (except "babysitting") are not coded as jobs/occupations; these "jobs" are assumed, since each participating adult is also a parent; Code "8" for job, occupation, industry related questions.

Column Number

12-13 Current/most recent job
34-35 2nd most recent job
56-57 3rd most recent job

Respondent's 2-digit occupational group code (refer to Alpha Index for group codes, if uncertain)

01. Professional, technical, and kindred workers
02. Managers and administrators, except farm
03. Sales workers
04. Clerical and kindred workers
05. Craftsmen and kindred workers
06. Operatives, except transport
07. Transport equipment operatives
08. Laborers, except farm
09. Farmers and farm managers
10. Farm laborers and farm foremen
11. Service workers, except private household
12. Private household workers

88. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
99. Not ascertained

14-15 Current/most recent job
36-37 2nd most recent job
58-59 3rd most recent job

F.Q7b. In about what month did you start this job?

01. January
02. February
03. March
04. April
05. May
06. June
07. July
08. August
09. September
10. October
11. November
12. December

88. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
99. Not ascertained

16-17 Current/most recent job
38-39 2nd most recent job
60-61 3rd most recent job

F.Q7b. In about what year did you start this job? (Record last 2 digits of year)

Example: 19 8 1

88. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
99. Not ascertained

Column Number

18-19	Current/most recent job	**F.Q7b. In about what month did you leave this job?**
40-41	2nd most recent job	
62-63	3rd most recent job	

01. January
02. February
03. March
04. April
05. May
06. June
07. July
08. August
09. September
10. October
11. November
12. December
85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
99. Not ascertained

20-21	Current/most recent job	**F.Q7b. In about what year did you leave this job? (Record last 2 digits of year)**
42-43	2nd most recent job	Example: 19 8 1
64-65	3rd most recent job	

85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
99. Not ascertained

SKIP F.Q7c. Use information regarding work activities to determine occupational codes.

22-24	Current/most recent job	**F.Q7d. What kind of business or industry (is/was) this? (Refer to Alpha Index for 3-digit industrial title code)**
44-46	2nd most recent job	
66-68	3rd most recent job	

888. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
999. Not ascertained

Column
Number

25-26 Current/most recent job
47-48 2nd most recent job
69-70 3rd most recent job

Respondent's 2-digit industrial group code (Refer to Alpha Index for group codes, if uncertain)

01. Agriculture, forestry, fisheries
02. Mining
03. Construction
04. Manufacturing
05. Transportation, communication, and other public utilities
06. Wholesale and retail trade
07. Finance, insurance, and real estate
08. Business and repair services
09. Personal services
10. Entertainment and recreation services
11. Professional and related services
12. Public administration

88. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
99. Not ascertained, unknown industry

27 Current/most recent job
49 2nd most recent job
71 3rd most recent job

F.Q7e. (Are/Were) you: ...lists class-of-worker (Refer to Alpha Index for class-of-worker abbreviations)

1. Working for a private company, business, or individual for wages, salary, or commission (Pr)
2. Working for federal, state, county, or local government (Gov)
3. Self-employed in own incorporated business, unincorporated professional practice, or any farm (Inc) (NOTE: A person who incorporates his own business is technically an employee of that corporation and is classified as "Inc," not an "Own")
4. Self-employed in own unincorporated business, unincorporated professional practice, or any farm (Own)
5. Works without pay in a family business or farm (WP)
7. Don't remember, don't know, not sure

8. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
9. Not ascertained

28 Current/most recent job
50 2nd most recent job
72 3rd most recent job

F.Q7f. Approximately how many hours per week (are/were) you working?

1. Less than 10 hours
2. 10-15 hours
3. 16-20 hours
4. 21-30 hours
5. 31-40 hours
6. More than 40 hours
0. Other, e.g., variable schedule, seasonal
7. Don't remember, don't know, not sure

8. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
9. Not ascertained

Column
Number

29-30 Current/most recent job
51-52 2nd most recent job
73-74 3rd most recent job

F.Q7g. Why did you leave that job? (Code 1st response listed)

01. Quit; unsatisfactory work conditions, pay
02. Quit; better or different job, career, promotion (does not mention unsatisfactory work, pay)
03. Quit; go to school, obtain training
04. Laid-off, fired, less-than- or dishonorable discharge" from service
05. Short-term job, e.g., job naturally ends, project completed, service term completed--"honorable discharge"
06. Bankruptcy, business closed, program dissolved (own or employer's); financial difficulties
07. Personal health reasons; injury; illness, operation; "nerves," emotional reasons
08. Pregnancy
09. Child care
10. Moved
11. Change in marital status
12. Family/spouse concerns, pressure
13. Drafted
00. Other
77. Don't remember, don't know, not sure
85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Mother/Mother Figure
99. Not ascertained

76-77 Card Number (13)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 14
Mother/Mother Figure's MSEI2 Scores

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 33)
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult

6-7 Information about... (from P. 33)
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult
- 88. No Mother/Mother Figure in home (Code "8" in Columns 8-30 for Card 14, Columns 8-61 for Card 15)

8 Is respondent currently employed? (from P. 36, Q7)
- 1. Yes
- 2. No (Code "8" in Columns 9-12)

- 8. Not appropriate, no Mother/Mother Figure
- 9. Not ascertained

9-12 Respondent's current occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	5	3	4	7
(Column)	9	10	11	12

- 8888. Not appropriate, not currently employed, never worked, no Mother/Mother Figure
- 9999. Not ascertained

13-16 Respondents most recent occupational status, excluding current occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	4	5	9	2
(Column)	13	14	15	16

- 8888. Not appropriate, no concurrent or previous job, never worked, no Mother/Mother Figure
- 9999. Not ascertained

Column Number

17-20 Respondent's 2nd most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	4	3	2	7
(Column)	17	18	19	20

8888. Not appropriate, no concurrent or previous job, never worked, no Mother/Mother Figure
9999. Not ascertained

21-24 Respondent's 3rd most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	4	3	6	1
(Column)	21	22	23	24

8888. Not appropriate, no concurrent or previous job, never worked, no Mother/Mother Figure
9999. Not ascertained

25-28 Respondent's 4th most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	4	0	2	0
(Column)	25	26	27	28

8888. Not appropriate, no concurrent or previous job, never worked, no Mother/Mother Figure
9999. Not ascertained

29 F.Q8. How satisfied are you, on the whole, with the job (including housewife) you have? (from P. 37)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

30 F.Q9. What chances do you have to advance or get a better job? (from P. 37)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, not employed outside home, never worked, no Mother/Mother Figure
9. Not ascertained

Column Number	
76-77	Card Number (14)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 15
Mother/Mother Figure's Self-Description

Column Number	
1-3	Family Identification Number (from cover sheet)
4-5	Respondent Identification Number (from P. 33) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult
6-7	Information about... (from P. 33) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult 88. No Mother/Mother Figure in home (Code "8" in Columns 8-61 for Card 15)

Part F. "Self Description" (P. 5 in Parent Answer Booklet) is comprised of 48 adjectives, each to be checked by respondent if it describes how she generally feels. For each adjective, code response as it appears on P. 5.)

Common Code for Columns 8 through 61

1. Checked
2. Not checked

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

8	1. Active
9	2. Afraid
10	3. Agreeable
11	4. Alive
12	5. Alone
13	6. Amiable
14	7. Angry
15	8. Awful

Column Number	
16	9. Blue
17	10. Calm
18	11. Cooperative
19	12. Cruel
20	13. Devoted
21	14. Disagreeable
22	15. Discouraged
23	16. Fearful
24	17. Fine
25	18. Forlorn
26	19. Frightened
27	20. Gay
28	21. Gloomy
29	22. Healthy
30	23. Hopeless
31	24. Kindly
32	25. Lonely
33	26. Lost
34	27. Low
35	28. Mad
36	29. Merry
37	30. Miserable
38	31. Nervous
39	32. Panicky
40	33. Polite
41	34. Rejected

Column Number	
42	35. Shaky
43	36. Suffering
44	37. Sunk
45	38. Sympathetic
46	39. Tender
47	40. Tense
48	41. Terrible
49	42. Tormented
50	43. Understanding
51	44. Unhappy
52	45. Upset
53	46. Warm
54	47. Wilted
55	48. Worrying

Factor scoring of the "Self Description" checklist yields 3 factors: Anxiety, Depression, and Hostility. Enter each factor score (prescored) in the appropriate columns.

56-57	Factor I. Anxiety (Score range: 0-10)
	88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
58-59	Factor II. Depression (Score range: 0-24)
	88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
60-61	Factor III. Hostility (Score range: 0-14)
	88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
76-77	Card Number (15)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 16
Father/Father Figure's Background Information

Column Number	
1-3	Family Identification Number (from cover sheet)
4-5 1st respondent checked on P. 41 6-7 2nd respondent checked on P. 41	Respondent(s) Identification Number (from P. 41; information about Father/Father Figure was to be obtained by REPORT from Mother/Mother Figure and, if possible, directly from Father/Father Figure. In some cases, information was obtained from Father/Father Figure only. Code respondent(s) appropriately.) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult 88. Not appropriate, no 2nd respondent checked on P. 41, no Father/Father Figure in home (if no Father/Father Figure in home, Code "8" in Columns 8-59 for Card 16, Columns 8-74 for Card 17, Columns 8-32 for Card 18)

If information is obtained directly from both Mother/Mother Figure and Father/Father Figure, code information obtained from Father/Father Figure over that of Mother/Mother Figure if information is conflicting.

8-13 G.Q1. When were you born? (Record month, day, and year)

Example: September 14, 1952

	month		day		year	
	0	9	1	4	5	2
(Column)	8	9	10	11	12	13

888888. Not appropriate, no Father/Father Figure
999999. Not ascertained (Code "99" for day, month, or year not ascertained)

Column
Number

14-19

Father/Father Figure's chronological age based on birthdate and date of interview (Record age in years, months, and days; calculate, if necessary)

Example: 30 years, 1 month, 13 days

	3	0	0	1	1	3
(Column)	14	15	16	17	18	19
	years		months		days	

888888. Not appropriate, no Father/Father Figure
999999. Not ascertained (Code "99" for day, month, or year not ascertained)

20-21 1st charac.
22-23 2nd charac.
24-25 3rd charac.

G.Q2. How would you describe yourself (as a student)? (Code up to 3 different characteristics listed below)

01. Very good student, "A" student
02. Good student, above average, "B" student
03. Average student, "C" student
04. Below average student, "D" student
05. Very poor student, not good student, "F" student
06. Student performance varied at different ages, grades, varied in different subjects
07. Generally liked school
08. Generally disliked school, not interested in school, bad attitude about schoo
09. Active, outgoing, extrovert
10. Daydreamer, didn't pay attention, bored
11. Misbehaved, behavior problem, "hood", fooled around
12. Missed a lot of school due to illness
13. Missed a lot of school due to truancy
14. Missed a lot of school due to family moves
15. Family moved a lot--attended many different schools
16. Well-behaved
17. Shy, withdrawn, introverted
18. "Slow learner", slow in school
19. Lazy, didn't work up to abilities, didn't apply self
20. Hard-working, conscientious, studious
00. Other
77. Don't remember, don't know, not sure

88. Not appropriate, no 2nd, 3rd characteristic, never went to school, no Father/Father Figure
99. Not ascertained

26-27

G.Q3. What was the last grade of school you completed?

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
12. 12th grade (Code "8" in Column 28)
13. G.E.D.-high school equivalency diploma
21. Kindergarten
77. Don't remember, don't know, not sure

88. Not appropriate, never went to school, no Father/Father Figure
99. Not ascertained

Column
Number

28 G.Q3a. Would you mind telling me why you left school?

1. Didn't like school, dissatisfied
2. Marriage
3. Wife/girlfriend's pregnancy, child care
4. Personal physical health problems
5. Personal emotional health problems
6. Entered armed services, e.g., army, navy
0. Other
7. Don't remember, don't know, not sure

8. Not appropriate, completed 12th grade, never went to school, no Father/Father Figure
9. Not ascertained

G.Q4. has been separated into two sets of questions; one set is about grades skipped, the other set is about grades repeated.

---

29 G.Q4/Skip. Did you skip a grade in school?

1. Yes
2. No (Code "8" in Columns 30-33)
7. Don't remember, don't know, not sure

8. Not appropriate, no Father/Father Figure
9. Not ascertained

30-31 1st skip
32-33 2nd skip G.Q4/Skip. What grade was skipped? (Code up to 2 skips)

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
21. Kindergarten
77. Don't remember, don't know, not sure

88. Not appropriate, "No" to Q4/Skip, no 2nd skip, no Father/Father Figure
99. Not ascertained

34 G.Q4/Repeat. Did you repeat a grade in school?

1. Yes
2. No (Code "8" in Columns 35-40)
7. Don't remember, don't know, not sure

8. Not appropriate, no Father/Father Figure
9. Not ascertained

Column
Number

35-36 1st repeat
38-39 2nd repeat

G.Q4/Repeat. What grade was repeated? (Code up to 2 repeats)

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
21. Kindergarten
77. Don't remember, don't know, not sure

88. Not appropriate, "No" to Q4/Repeat, no 2nd repeat, no Father/Father Figure
99. Not ascertained

37 1st repeat explan.
40 2nd repeat explan.

G.Q4/Repeat. Would you mind explaining the circumstances? (Code first explanation listed for each repeat, up to 2 repeats)

1. Didn't apply myself, i.e., attributes problems to self
2. Wasn't doing well, having academic problems
3. Personal physical health problems
4. Personal emotional health problems
5. Family moved--difficult adjustment to new school
6. Family difficulties, e.g., had to care for ill parent
0. Other
7. Don't remember, don't know, not sure

8. Not appropriate, "No" to Q4/Repeat, no 2nd repeat, no Father/Father Figure
9. Not ascertained

41

G.Q5. Did your education include kindergarten?

1. Yes
2. No, No kindergarten available
7. Don't remember, don't know, not sure

8. Not appropriate, No Father/Father Figure
9. Not ascertained

Column Number

42 G.Q6. Have you had any additional education or training?

1. Yes
2. No, none (Code "8" in Columns 43-49)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

G.Q6. Does additional education or training reported by respondent include...? (Code each of the following categories)

Common Code for Columns 43 through 49

1. Yes
2. No
7. Don't remember, don't know, not sure

8. Not appropriate, none reported, no Father/Father Figure
9. Not ascertained

43 a. vocational/technical training

44 b. some college (four-year college, community or junior college, business college)

45 c. community/junior/business college graduate

46 d. four year college/university graduate

47 e. some postgraduate study

48 f. advanced degree

49 g. other

G.Q7, G.Q8, and G.Q9 are coded on Cards 17 & 18. SKIP TO G.Q10, P. 48.

50 G.Q10. What is your current marital status--married, widowed, divorced, separated, or never married?

1. Married
2. Widowed
3. Divorced
4. Separated
5. Never married (Code "8" in Columns 51-58)
7. Don't know, not sure

8. Not appropriate, no Father/Father Figure
9. Not ascertained

Column
Number

51-54

G.Q10a. In what year did this occur? (Code all 4 digits)

Example:	1	9	6	6
(Column)	51	52	53	54

8888. Not appropriate, never married, no Father/Father Figure
9999. Not ascertained

55-56

G.Q10b. How old were you when you were first married? (Record age in years)

Example:	2	3
(Column)	55	56

88. Not appropriate, never married, no Father/Father Figure
99. Not ascertained

57

G.Q10c. How many times have you been married?

1. One time
2. Two times
3. Three times
4. Four times
5. Five or more times

8. Not appropriate, never married, no Father/Father Figure
9. Not ascertained

58

G.Q10d. How many times have you been divorced?

1. One time
2. Two times
3. Three times
4. Four times
5. Five or more times
6. Never

8. Not appropriate, never married, no Father/Father Figure
9. Not ascertained

59

G.Q11. What facial expression (numbered 1 through 5) best sums up the "harmony" of your relationship at this time?

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no Father/Father Figure
9. Not ascertained, not direct interview with Father/Father Figure

Column Number	
76-77	Card Number (16)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 17
Father/Father Figure's Employment History

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 1st respondent checked on P. 41
6-7 2nd respondent checked on P. 41

Respondent(s) Identification Number (from P. 41; information about Father/Father Figure was to be obtained by REPORT from Mother/Mother Figure and, if possible, directly from Father/Father Figure. In some cases, information was obtained from Father/Father Figure only. Code respondent(s) appropriately.)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. Not appropriate, no 2nd respondent checked on P. 41, no Father/Father Figure in home (if no Father/Father Figure in home, Code "8" in Columns 8-74 for Card 17, Columns 8-32 for Card 18)

> If information is obtained directly from both Mother/Mother Figure and Father/Father Figure, code information obtained from Father/Father Figure over that of Mother/Mother Figure, if information is conflicting.

8 G.Q7. Are you employed now, looking for work, retired, or what? (from P. 44)

1. Employed
2. Looking
3. Retired
4. Househusband
0. Other
6. Never worked (Code "8" in Columns 8-74)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

Column
Number

9-11 Current/most recent job
31-33 2nd most recent job
53-55 3rd most recent job

G.Q7a. What kind of work (are/were) you doing (Code current/most recent job* first, 2nd most recent job second, and 3rd most recent job third for Q7a through Q7g; refer to Alphabetical Index of Industries and Occupations-1970 Census for 3-digit occupational title codes)

888. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
999. Not ascertained

12-13 Current/most recent job
34-35 2nd most recent job
56-57 3rd most recent job

Respondent's 2-digit occupational group code (Refer to Alpha Index for group codes, if uncertain)

01. Professional, technical, and kindred workers
02. Managers and administrators, except farm
03. Sales workers
04. Clerical and kindred workers
05. Craftsmen and kindred workers
06. Operatives, except transport
07. Transport equipment operatives
08. Laborers, except farm
09. Farmers and farm managers
10. Farm laborers and farm foremen
11. Service workers, except private household
12. Private household workers

88. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
99. Not ascertained

---

* In this study, housework and child care (except "babysitting") are not coded as jobs/occupations. These "jobs" are assumed, since each participating adult is also a parent. Code "8" for job, occupation, industry-related questions.

Column Number		
14-15	Current/most recent job	G.Q7b. In about what month did you start this job?
36-37	2nd most recent job	
58-59	3rd most recent job	

01. January
02. February
03. March
04. April
05. May
06. June
07. July
08. August
09. September
10. October
11. November
12. December

88. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
99. Not ascertained

Column Number		
16-17	Current/most recent job	G.Q7b. In about what year did you start this job (Record last 2 digits)
38-39	2nd most recent job	Example: 19 8 1
60-61	3rd most recent job	

88. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
99. Not ascertained

Column Number		
18-19	Current/most recent job	G.Q7b. In about what month did you leave this job?
40-41	2nd most recent job	
62-63	3rd most recent job	

01. January
02. February
03. March
04. April
05. May
06. June
07. July
08. August
09. September
10. October
11. November
12. December

85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
99. Not ascertained

Column
Number

Column Number	Job	Item
20-21	Current/most recent job	G.Q7b. In about what year did you leave this job? (Record last 2 digits) Example: 19 8 1
42-43	2nd most recent job	
64-65	3rd most recent job	

85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
99. Not ascertained

SKIP G.Q7c. Use information regarding work activities to determine occupational codes.

Column Number	Job	Item
22-24	Current/most recent job	G.Q7d. What kind of business or industry (is/was) this? (Refer to Alpha Index for 3-digit industrial title code)
44-46	2nd most recent job	
66-68	3rd most recent job	

888. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
999. Not ascertained

Column Number	Job	Item
25-26	Current/most recent job	Respondent's 2-digit industrial group code (Refer to Alpha Index for group codes, if uncertain)
47-48	2nd most recent job	
69-70	3rd most recent job	

01. Agriculture, forestry, fisheries
02. Mining
03. Construction
04. Manufacturing
05. Transportation, communication, and other public utilities
06. Wholesale and retail trade
07. Finance, insurance, and real estate
08. Business and repair services
09. Personal services
10. Entertainment and recreation services
11. Professional and related services
12. Public administration

88. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
99. Not ascertained, unknown industry

Column
Number

27 Current/most recent job
49 2nd most recent job
71 3rd most recent job

G.Q7e. (Are/Were) you: ...lists class-of-worker
(Refer to Alpha Index for class-of-worker abbreviations)

1. Working for a private company, business, or individual for wages, salary, or commission (Pr)
2. Working for federal, state, county, or local government (Gov)
3. Self-employed in own incorporated business, unincorporated professional practice, or any farm (Inc) (NOTE: A person who incorporates his own business is technically an employee of that corporation, and is classified as "Inc," not an "Own")
4. Self-employed in own unincorporated business, unincorporated professional practice, or any farm (Own)
5. Works without pay in a family business or farm (Wp)
7. Don't remember, don't know, not sure

8. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
9. Not ascertained

28 Current/most recent job
50 2nd most recent job
72 3rd most recent job

G.Q7f. Approximately how many hours per week (are/were) you working?

1. Less than 10 hours
2. 10-15 hours
3. 16-20 hours
4. 21-30 hours
5. 31-40 hours
6. More than 40 hours
0. Other, e.g., variable schedule, seasonal
7. Don't remember, don't know, not sure

8. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
9. Not ascertained

Column Number		
29-30	Current/most recent job	G.Q7g. Why did you leave that job? (Code 1st response listed)
51-52	2nd most recent job	
73-74	3rd most recent job	

01. Quit; unsatisfactory work conditions, pay
02. Quit; better or different job, career, promotion (does not mention unsatisfactory work, pay)
03. Quit; go to school, obtain training
04. Laid-off; fired; "less-than- or dishonorable discharge" from service
05. Short-term job, e.g., job naturally ends, project completed, service term completed--"honorable discharge"
06. Bankruptcy, business closed, program dissolved (own or employer's); financial difficulties
07. Personal health reasons; injury; illness, operation; "nerves," emotional reasons
08. Pregnancy
09. Child care
10. Moved
11. Change in marital status
12. Family/spouse concerns, pressure
13. Drafted
00. Other
77. Don't remember, don't know, not sure
85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Father/Father Figure
99. Not ascertained

76-77	Card Number (16)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 18
Father/Father Figure's MSEI2 Scores

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 1st respondent checked on P. 41
6-7 2nd respondent checked on P. 41

Respondent(s) Identification Number (from P. 41; information about Father/Father Figure was to be obtained by REPORT from Mother/Mother Figure and, if possible, directly from Father/Father Figure. In some cases, information was obtained from Father/Father Figure only. Code respondent(s) appropriately.)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. Not appropriate, no 2nd respondent checked on P. 41, no Father/Father Figure in home (if no Father/Father Figure in home, Code "8" in Columns 8-32)

If information is obtained directly from both Mother/Mother Figure and Father/Father Figure, code information obtained from Father/Father Figure over that of Mother/Mother Figure, if information is conflicting. However, for some questions, responses of both respondents can be coded.

---

8 Is respondent currently employed (from P. 44, Q7)

1. Yes
2. No (Code "8" in Columns 9-12)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

9-12 Respondent's current occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	5	3	4	7
(Column)	9	10	11	12

8888. Not appropriate, not currently employed, never worked, no Father/Father Figure
9999. Not ascertained

Column
Number

13-16 Respondent's most recent occupational status, excluding current occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example: 4 5 9 2
(Column) 13 14 15 16

8888. Not appropriate, no concurrent or previous job, never worked, no Father/Father Figure
9999. Not ascertained

17-20 Respondent's 2nd most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example: 4 3 2 7
(Column) 17 18 19 20

8888. Not appropriate, no concurrent or previous job, never worked, no Father/Father Figure
9999. Not ascertained

21-24 Respondent's 3rd most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example: 4 3 6 1
(Column) 21 22 23 24

8888. Not appropriate, no concurrent or previous job, never worked, no Father/Father Figure
9999. Not ascertained

25-28 Respondent's 4th most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example: 4 0 2 0
(Column) 25 26 27 28

8888. Not appropraite, no concurrent or previous job, never worked, no Father/Father Figure
9999. Not ascertained

F.Q8 and F.Q9 have each been divided into two sets of questions; one question asks for the Father/Father Figure's direct response, if ascertained; the other question asks for the Mother/Mother Figure's REPORT of her spouse/partner's probable response.

Column
Number

29 F.Q8/DIRECT. How satisfied are you, on the whole, with the job (including househusband) you have? (from P. 45)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no Father/Father Figure
9. Not ascertained, not direct interview with Father/Father Figure

30 F.Q8/REPORT. How satisfied are you, on the whole, with the job (including househusband) you have? (from p. 45)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no Father/Father Figure
9. Not ascertained, obtained directly from Father/Father Figure

31 F.Q9/DIRECT. What chances do you have to advance or get a better job? (from P. 45)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, not employed outside home, never worked, no Father/Father Figure
9. Not ascertained, not direct interview with Father/Father Figure

32 F.Q9/REPORT. What chances do you have to advance or get a better job? (from P. 45)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, not employed outside home, never worked, no Father/Father Figure
9. Not ascertained, obtained directly from Father/Father Figure

Column Number	
76-77	Card Number (18)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 19
Other Adult Background Information

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 1st respondent checked on P. 47
6-7 2nd respondent checked on P. 47

Respondent(s) Identification Number (from P. 47; information about Other Adult* was to be obtained by REPORT from Mother/Mother Figure or Father/Father Figure and, if possible, directly from Other Adult. In some cases, information was obtained from Other Adult only. Code respondent(s) appropriately.)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. Not appropriate, no 2nd respondent on P. 47, no Other Adult in home (if no Other Adult in home, code "8" in Columns 8-60 for Card 19, Columns 8-74 for Card 20, Columns 8-32 for Card 21)

*"Other Adult" refers to an adult other than Mother/Mother Figure or Father/Father Figure who shares responsibility for child rearing.

If information is obtained directly from Mother/Mother Figure or Father/Father Figure, and Other Adult, code information obtained from Other Adult over that of others, if information is conflicting.

---

8 H.Q1. Sex of respondent

1. Female
2. Male

8. Not appropriate, no Other Adult

9-14 H.Q2. When were you born? (Record month, day, and year)

Example: September 14, 1952

	0	9	1	4	5	2
(Column)	9	10	11	12	13	14
	month		day		year	

888888. Not appropriate, no Other Adult
999999. Not ascertained (code "99" for day, month, or year not ascertained)

Column
Number

15-20 Other Adult's chronological age based on birthdate and date of interview (Record age in years, months, and days; calculate, if necessary)

Example: 30 years, 1 month, 13 days

(Column)	15	16	17	18	19	20
	3	0	0	1	1	3
	years		months		days	

888888. Not appropriate, no Other Adult
999999. Not ascertained (code "99" for day, month, or year not ascertained)

21-22 1st charac.
23-24 2nd charac.
25-26 3rd charac.

H.Q3. How would you describe yourself (as a student)? (Code up to 3 different characteristics listed below)

01. Very good student, "A" student
02. Good student, above average, "B" student
03. Average student, "C" student
04. Below average student, "D" student
05. Very poor student, not good student, "F" student
06. Student performance varied at different ages, grades, varied in different subjects
07. Generally liked school
08. Generally disliked school, not interested in scho[illegible] bad attitude about school
09. Active, outgoing, extrovert
10. Daydreamer, didn't pay attention, bored
11. Misbehaved, behavior problem, "hood", fooled around
12. Missed a lot of school due to illness
13. Missed a lot of school due to truancy
14. Missed a lot of school due to family moves
15. Family moved a lot--attended many different schools
6. Well-behaved
7. Shy, withdrawn, introverted
8. "Slow learner," slow in school
9. Lazy, didn't work up to abilities, didn't apply self
0. Hard-working, conscientious, studious
00. Other
77. Don't remember, don't know, not sure

88. Not appropriate, no 2nd, 3rd characteristic, no Other Adult
99. Not ascertained

27-28 H.Q4. What was the last grade of school you completed?

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
---etcetera...
12. 12th grade (Code "8" in Column 29)
13. G.E.D.-high school equivalency diploma
21. Kindergarten
25. Never went to school (Code "8" in Column 29)
77. Don't remember, don't know, not sure

88. Not appropriate, no Other Adult
99. Not ascertained

Column Number

29 **H.Q4a. Would you mind telling me why you left school?**

1. Didn't like school, dissatisfied
2. Marriage
3. Wife/girlfriend's pregnancy, child care
4. Personal physical health problems
5. Personal emotional health problems
6. Entered armed services, e.g., army, navy
0. Other
7. Don't remember, don't know, not sure

8. Not appropriate, completed 12th grade, never went to school, no Other Adult
9. Not ascertained

H.Q5 has been separated into two sets of questions; one set is about grades skipped, the other set is about grades repeated.

---

30 **H.Q5/Skip. Did you skip a grade in school?**

1. Yes
2. Not (Code "8" in Columns 31-34)
7. Don't remember, don't know, not sure

8. Not appropriate, no Other Adult
9. Not ascertained

31-32 1st skip
33-34 2nd skip **H.Q5/Skip. What grade was skipped? (Code up to 2 skips)**

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
21. Kindergarten
77. Don't remember, don't know, not sure

88. Not appropriate, "No" to Q5/Skip, no 2nd skip, no Other Adult
99. Not ascertained

35 **H.Q5/Repeat. Did you repeat a grade in school?**

1. Yes
2. No (Code "8" in Columns 36-41)
7. Don't remember, don't know, not sure

8. Not appropriate, no Other Adult
9. Not ascertained

Column
Number

36-37 1st repeat
39-40 2nd repeat

H.Q5/Repeat. What grade was repeated? (Code up to 2 repeats)

01. 1st grade
02. 2nd grade
03. 3rd grade
04. 4th grade
...etcetera...
21. Kindergarten
77. Don't remember, don't know, now sure

88. Not appropriate, "No" to Q5/Repeat, no 2nd repeat, no Other Adult
99. Not ascertained

38 1st repeat explan.
41 2nd repeat explan.

H.Q5/Repeat. Would you mind explaining the circumstances? (Code first explanation listed for each repeat, up to 2 repeats)

1. Didn't apply myself, i.e., attributes problems to self
2. Wasn't doing well, having academic problems
3. Personal physical health problems
4. Personal emotional health problems
5. Family moved--difficult adjustment to new school
6. Family difficulties, e.g., had to care for ill parent
0. Other
7. Don't remember, don't know, not sure

8. Not appropriate, "No" to Q5/Repeat, no 2nd repeat, no Other Adult
9. Not ascertained

42

H.Q6. Did your education include kindergarten?

1. Yes
2. No, No kindergarten available
7. Don't remember, don't know, not sure

8. Not appropriate, no Other Adult
9. Not ascertained

43

H.Q7. Have you had any additional education or training?

1. Yes
2. No, none (Code "8" in Columns 44-50)

8. Not appropriate, no Other Adult
9. Not ascertained

Column
Number

H.Q7. Does additional education or training reported by respondent include...? (Code each of the following categories)

Common Code for Columns 44 through 50

1. Yes
2. No
7. Don't remember, don't know, not sure

8. Not appropriate, none reported, no Other Adult
9. Not ascertained

44 a. vocational/technical training

45 b. some college (four-year, community, junior, or business college)

46 c. community/junior/business college graduate

47 d. four year college/university graduate

48 e. some postgraduate study

49 f. advanced degree

50 g. other

H.Q8, H.Q9, and H.Q10 are coded on Cards 20 and 21. SKIP TO H.Q11, P. 52.

51 H.Q11. What is your current marital status--married, widowed, divorced, separated, or never married?

1. Married
2. Widowed
3. Divorced
4. Separated
5. Never married (Code "8" in Columns 52-59)
7. Don't know, not sure

8. Not appropriate, no Other Adult
9. Not ascertained

Column Number

52-55 H.Q11a. In what year did this occur? (Code all 4 digits)

Example: 1 9 6 6
(Column) 52 53 54 55

8888. Not appropriate, never married, no Other Adult
9999. Not ascertained

56-57 H.Q11b. How old were you when you were first married? (Record age in years)

Example: 2 3
(Column) 56 57

88. Not appropriate, never married, no Other Adult
99. Not ascertained

58 H.Q11c. How many times have you been married?

1. One time
2. Two times
3. Three times
4. Four times
5. Five or more times

8. Not appropriate, never married, no Other Adult
9. Not ascertained

59 H.Q11d. How many times have you been divorced?

1. One time
2. Two times
3. Three times
4. Four times
5. Five or more times
6. Never

8. Not appropriate, never married, no Other Adult
9. Not ascertained

60 H.Q12. What facial expression (numbered 1 through 5) best sums up the "harmony" of your relationship at this time?

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no Other Adult
9. Not ascertained, not direct interview with Other Adult

76-77 Card Number (19)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 20
Other Adult Employment History

Column Number	
1-3	Family Identification Number (from cover sheet)
4-5 1st respondent checked on P. 47 6-7 2nd respondent checked on P. 47	Respondent(s) Identification Number (from P. 47; information about Other Adult was to be obtained by REPORT from Mother/Mother Figure or Father/Father Figure *and*, if possible, directly from Other Adult. In some cases, information was obtained from Other Adult only. Code respondent(s) appropriately.)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. Not appropriate, no 2nd respondent on P. 47, no Other Adult in home (if no Other Adult in home, code "8" in Columns 8-74 for Card 20, Columns 8-32 for Card 21)

If information is obtained *directly* from Mother/Mother Figure or Father/Father Figure, and Other Adult, code information obtained from Other Adult over that of others, if information is conflicting.

Column Number	
8	H.Q8. Are you employed now, looking for work, retired, or what? (from P. 50)

1. Employed
2. Looking
3. Retired
4. Housework
0. Other
6. Never worked (Code "8" in Columns 9-74)
7. Don't know, not sure

8. Not appropriate, no Other Adult
9. Not ascertained

Column Number		
9-11 31-33 53-55	Current/most recent job 2nd most recent job 3rd most recent job	H.Q8a. What kind of work (are/were) you doing? (Code current/most recent job* first, 2nd most recent job second, and 3rd most recent job third for Q8a through Q8g; refer to Alphabetical Index of Industries and Occupations-1970 Census for 3-digit occupational title codes) 777. Don't remember, don't know, not sure 888. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult, not currently employed 999. Not ascertained
12-13 34-35 56-57	Current/most recent job 2nd most recent job 3rd most recent job	Respondent's 2-digit occupational group code (Refer to Alpha Index for group codes, if uncertain) 01. Professional, technical, and kindred workers 02. Managers and administrators, except farm 03. Sales workers 04. Clerical and kindred workers 05. Craftsmen and kindred workers 06. Operatives, except transport 07. Transport equipment operatives 08. Laborers, except farm 09. Farmers and farm managers 10. Farm laborers and farm foremen 11. Service workers, except private household 12. Private household workers 88. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult 99. Not ascertained

---

*In this study, housework and child care (except "babysitting") are not coded as jobs/occupations. These "jobs" are assumed, since each participating adult is also a parent. Code "8" for job, occupation, industry-related questions.

Column Number

14-15 Current/most recent job
36-37 2nd most recent job
58-59 3rd most recent job

H.Q8b. In about what month did you start this job?

01. January
02. February
03. March
04. April
05. May
06. June
07. July
08. August
09. September
10. October
11. November
12. December

88. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
99. Not ascertained

16-17 Current/most recent job
38-39 2nd most recent job
60-61 3rd most recent job

H.Q8b. In about what year did you start this job? (Record last 2 digits)

Example: 19 8 1

88. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
99. Not ascertained

18-19 Current/most recent job
40-41 2nd most recent job
62-63 3rd most recent job

H.Q8b. In about what month did you leave this job?

01. January
02. February
03. March
04. April
05. May
06. June
07. July
08. August
09. September
10. October
11. November
12. December
85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
99. Not ascertained

20-21 Current/most recent job
42-43 2nd most recent job
64-65 3rd most recent job

H.Q8b. In about what year did you leave this job? (Record last 2 digits)

Example: 19 8 1

85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
99. Not ascertained

Column
Number

SKIP H.Q8c. Use information regarding work activities to determine occupational codes.

Column Number	Job	
22-24	Current/most recent job	H.Q8d. What kind of business or industry (is/was) this? (Refer to Alpha Index for 3-digit industrial title code)
44-46	2nd most recent job	
66-68	3rd most recent job	

777. Don't remember, don't know, not sure

888. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
999. Not ascertained

Column Number	Job	
25-26	Current/most recent job	Respondent's 2-digit industrial group code (Refer to Alpha Index for group codes, if uncertain)
47-48	2nd most recent job	
69-70	3rd most recent job	

01. Agriculture, forestry, fisheries
02. Mining
03. Construction
04. Manufacturing
05. Transportation, communication, and other public utilities
06. Wholesale and retail trade
07. Finance, insurance, and real estate
08. Business and repair services
09. Personal services
10. Entertainment and recreation services
11. Professional and related services
12. Public administration

88. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
99. Not ascertained, unknown industry

Column Number	Job	
27	Current/most recent job	H.Q8e. (Are/Were) you: ...lists class-of-worker (Refer to Alpha Index for class-of-worker abbreviations)
49	2nd most recent job	
71	3rd most recent job	

1. Working for a private company, business or individual for wages, salary, or commission (Pr)
2. Working for federal, state, county, or local government (Gov)
3. Self-employed in own incorporated business, unincorporated professional practice, or any farm (Inc) (NOTE: A person who incorporates his own business is technically an employee of that corporation, and is classified as "Inc," not an "Own")
4. Self-employed in own unincorporated business, unincorporated professional practice, or any farm (Own)
5. Works without pay in a family business or farm (Wp)
7. Don't remember, don't know, not sure

8. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
9. Not ascertained

Column
Number

28 Current/most recent job
50 2nd most recent job
72 3rd most recent job

H.Q8f. Approximately how many hours per week (are/were) you working?

1. Less than 10 hours
2. 10-15 hours
3. 16-20 hours
4. 21-30 hours
5. 31-40 hours
6. More than 40 hours
0. Other, e.g., variable schedule, seasonal
7. Don't remember, don't know, not sure

8. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
9. Not ascertained

29-30 Current/most recent job
51-52 2nd most recent job
73-74 3rd most recent job

H.Q8g. Why did you leave that job? (Code 1st response listed)

01. Quit; unsatisfactory work conditions, pay
02. Quit; better or different job, career, promotion (does not mention unsatisfactory work, pay)
03. Quit; go to school, obtain training
04. Laid-off; fired; "less-than- or dishonorable discharge" from service
05. Short-term job, e.g., job naturally ends, project completed, service term completed--"honorable discharge"
06. Bankruptcy, business closed, program dissolved (own or employer's); financial difficulties
07. Personal health reasons; injury; illness, operation; "nerves," emotional reasons
08. Pregnancy
09. Child care
10. Moved
11. Change in marital status
12. Family/spouse concerns, pressure
13. Drafted
00. Other
77. Don't remember, don't know, not sure
85. Current job

88. Not appropriate, never worked, no 2nd, 3rd job, no Other Adult
99. Not ascertained

76-77 Card Number (20)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 21
Other Adult MSEI 2 Scores

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 1st respondent checked on P. 47
6-7 2nd respondent checked on P. 47

Respondent(s) Identification Number (from P. 47; information about Other Adult was to be obtained by REPORT from Mother/Mother Figure or Father/Father Figure and, if possible, directly from Other Adult. In some cases, information was obtained directly from Other Adult only. Code respondent(s) appropriately.)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. Not appropriate, no 2nd respondent on P. 47, no Other Adult in home (if no Other Adult in home, code "8" for Columns 8-32 for Card 21)

If information is obtained directly from Mother/Mother Figure or Father/Father Figure, and Other Adult, code information obtained from Other Adult over that of others, if information is conflicting.

---

8 Is respondent currently employed? (from P. 50, Q8)

1. Yes
2. No (Code "8" in Columns 9-12)

8. Not appropriate, no Other Adult
9. Not ascertained

9-12 Respondent's current occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	5	3	4	7
(Column)	9	10	11	12

8888. Not appropriate, not currently employed, never worked, no Other Adult
9999. Not ascertained

13-16 Respondent's most recent occupational status, excluding current occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	4	5	9	2
(Column)	13	14	15	16

8888. Not appropriate, no concurrent or previous job, never worked, no Other Adult
9999. Not ascertained

Column
Number

17-20 Respondent's 2nd most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	4	3	2	7
(Column)	17	18	19	20

8888. Not appropriate, no concurrent or previous job, never worked, no Other Adult
9999. Not ascertained

21-24 Respondent's 3rd most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	4	3	6	1
(Column)	21	22	23	24

8888. Not appropriate, no concurrent or previous job, never worked, no Other Adult
9999. Not ascertained

25-28 Respondent's 4th most recent occupational status--Socioeconomic Index of Occupation, Revised-MSEI2 (to be precoded)

Example:	4	0	2	0
(Column)	25	26	27	28

8888. Not appropriate, no concurrent or previous job, never worked, no Other Adult
9999. Not ascertained

H.Q9 and H.Q10 have each been divided into two sets of questions; one question asks for the Other Adult's direct response, if ascertained; the other question asks for the Mother/Mother Figure's or Father/Father Figure's REPORT of the Other Adult's probable response.

29 H.Q9/DIRECT. How satisfied are you, on the whole, with the job (including housework) you have? (from P. 51)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no Other Adult
9. Not ascertained, not direct interview with Other Adult

Column Number

30 H.Q9/REPORT. How satisfied are you, on the whole, with the job (including housework) you have? (from P. 51)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no Other Adult
9. Not ascertained, obtained directly from Other Adult

31 H.Q10/DIRECT. What chances do you have to advance or get a better job? (from P. 51)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, not employed outside home, never worked, no Other Adult
9. Not ascertained, not direct interview with Other Adult

32 H.Q10/REPORT. What chances do you have to advance or get a better job? (from P. 51)

1. 1
2. 2
3. 3
4. 4
5. 5

8. Not appropriate, no employed outside home, never worked, no Other Adult
9. Not ascertained, obtained directly from Other Adult

76-77 Card Number (21)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 22
Mother/Mother Figure's PPVT-R, R/EAL, LC, MFFT, FES

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 59)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6-7 Information about... (from P. 59)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. No Mother/Mother Figure in home (Code "8" in Columns 8-54 for Card 22)
99. Not ascertained

Part J. "Language" (P. 57) is the Peabody Picture Vocabulary Test-Revised (PPVT-R) Form L, a measure of receptive vocabulary. Four scores can be derived from the PPVT-R raw score: standard score, percentile rank, stanine, and age-equivalent. Enter each score (prescored on P. 59) in the appropriate columns. Refer to PPVT-R Manual for scores if necessary.

8-10 PPVT-R Raw Score (Score range: 1-175)
Example: Raw Score = 84

(Columns) $\frac{0}{8}\ \frac{8}{9}\ \frac{4}{10}$

000. Raw score less than 1
888. Not appropriate, no Mother/Mother Figure
999. Not ascertained

11-13 PPVT-R Standard Score Equivalent for Raw Score (Score range: 40-160)
Example: Standard Score = 79

(Columns) $\frac{0}{11}\ \frac{7}{12}\ \frac{9}{13}$

000. Standard score less than 40
888. Not appropriate, no Mother/Mother Figure
999. Not ascertained

Column
Number

14-16 PPVT-R Percentile Rank corresponding to Standard Score Equivalent (Percentile Rank range: 1-99; 99+ is coded 99)

Example: Percentile Rank = 3

(Columns) $\frac{0}{14}\ \frac{0}{15}\ \frac{3}{16}$

000. Standard Score less than 61; Percentile Rank less than 1
888. Not appropriate, no Mother/Mother Figure
999. Not ascertained

17-18 PPVT-R Stanine corresponding to Standard Score Equivalent (Stanine range: 1-9)

Example: Stanine = 4

(Columns) $\frac{0}{17}\ \frac{4}{18}$

00. Standard score less than 40
88. Not appropriate, no Mother/Mother Figure
99. Not ascertained

19-22 PPVT-R Age Equivalent to Raw Score (Age Equivalent range: 1 year, 9 months to 33 years, 8 months; code older Age Equivalents as 33 years, 8 months)

Example: 9 years, 8 months

(Columns) $\underbrace{\frac{0}{19}\ \frac{9}{20}}_{\text{years}}\ \underbrace{\frac{0}{21}\ \frac{8}{22}}_{\text{months}}$

0000. Age Equivalent less than 1 year, 9 months
8888. Not appropriate, no Mother/Mother Figure
9999. Not ascertained

Part M. Reading/Everyday Activities in Life (R/EAL) (P. 73) is a measure of functional literacy. The R/EAL is comprised of 9 subtests, yielding 9 subtest totals, a R/EAL total raw score, percent items passed, percentile score, standard score, and level of functional literacy. Enter each score (prescored --see separate R/EAL answer booklet) in the appropriate columns. Refer to R/EAL Manual for scores, if necessary.

---

23 Road Signs Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

Column Number

24 Television Schedule Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

25 Cheese Pizza Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

26 Narcotic Drugs Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

27 Food Ad Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

28 Lease Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

29 Road Map Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

30 Want Ad Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

31 Job Application Subtest Total (Score range: 0-5)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

32-33 R/EAL Total Raw Score (Score range: 0-45)
Example: Total Raw Score = 9

(Columns) $\frac{0}{32}\ \frac{9}{33}$

88. Not appropriate, no Mother/Mother Figure
99. Not ascertained

Column Number

34-36 Percent Items Passed based on R/EAL Total Raw Score (Percent range: 0-100)

Example: Percent Items Passed = 22

(Columns) $\frac{0}{34}\ \frac{2}{35}\ \frac{2}{36}$

888. Not appropriate, no Mother/Mother Figure
999. Not ascertained

37-39 Percentile Score/Rank based on R/EAL Total Raw Score (Percentile Score range: 1-99)

Example: Percentile Score = 41

(Columns) $\frac{0}{37}\ \frac{4}{38}\ \frac{1}{39}$

000. R/EAL Total Raw Score less than 1; Percentile score less than 1
888. Not appropriate, no Mother/Mother Figure
999. Not ascertained

40-41 Standard score based on R/EAL Total Raw Score (Score range: 24-66)

Example: Standard Score = 53

(Columns) $\frac{5}{40}\ \frac{3}{41}$

00. R/EAL Total Raw Score less than 1; Standard Score less than 24
88. Not appropriate, no Mother/Mother Figure
99. Not ascertained

42 Level of Functional Literacy based on R/EAL Total Raw Score

1. Functional literacy (Raw Score range: 36-45)
2. Marginal literacy (Raw Score range: 10-35)
3. Illiterate (Raw Score range: 0-9)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

Part N. "Personal Feelings and Beliefs" (P. 75 and Pp. 10-12 in the Parent Answer Booklet) is a measure of an individual's locus of control: the degree to which attribution of causality of behavior is made either to oneself or to sources external to oneself. The 40-item scale yields a score based on the total number of items answered in an externally controlled direction. Enter the score (prescored--see Parent Answer Booklet, Pp. 10-12) in Columns 43-44.

Column Number

43-44 Locus of Control Externality Score (Score range: 0-40)

88. Not appropriate, no Mother/Mother Figure
99. Not ascertained

Part O. "Problem-Solving Task" (P. 79) is the Matching Familiar Figures Test (MFFT), a measure of an individual's impulsiveness or reflectiveness on match-to-sample problems. Four scores are obtained from the MFFT: total number of correct items, total number of errors, mean number of errors, and mean latency. Enter each score (prescored on P. 81) in the appropriate columns.)

45-46 Total Number of Correct Items (Score range: 0-12)

88. Not appropriate, no Mother/Mother Figure
99. Not ascertained

47-48 Total Number of Errors (Score range: 0-72)

88. Not appropriate, no Mother/Mother Figure
99. Not ascertained

49-50 Mean Number of Errors (Score range: 0.0-6.0)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained

51-55 Mean Latency (Score range: Open) NOTE: Do not code a column for the decimal.

Example: 13.05 seconds

	0	1	3	0	5
(Column)	51	52	53	54	55

88888. Not appropriate, no Mother/Mother Figure
99999. Not ascertained

Part P. "Our Family" (P. 89 and Pp. 10-12 in Parent Answer Booklet) is the Family Environment Scale (FES) a 40-item scale designed to assess the social climate of the family. Factor scoring of the FES yields 10 factors. Enter the standard score for each factor (prescored) in the appropriate columns. See "Family Environment Scale-Short Form-Scoring Sheet" for scores.

56-57 Factor I. Cohesion (Score range: 16-63)

88. Not appropriate, no Mother/Mother Figure
99. Not ascertained

Column Number	
58-59	Factor II. Expressiveness (Score range: 22-71) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
60-61	Factor III. Conflict (Score range: 30-67) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
62-63	Factor IV. Independence (Score range: 15-66) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
64-65	Factor V. Achievement Orientation (Score range: 26-69) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
66-67	Factor VI. Intellectual-Cultural Orientation (Score range: 21-64) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
68-69	Factor VII. Active-Recreational Orientation (Score range: 21-64) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
70-71	Factor VIII. Moral-Religious Orientation (Score range: 35-66) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
72-73	Factor IX. Organization (Score range: 27-66) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
74-75	Factor X. Control (Score range: 27-69) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained
76-77	Card Number (22)
78-80	Project Number (123)

The University of Wisconsin
Research and Training Center

Project 123
Fall 1982

1981-82 FAMILY SURVEY INTERVIEW

Card 23
Father/Father Figure's PPVT-R, R/EAL, LC, MFFT, FES

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 61)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6-7 Information about... (from P. 61)
21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

88. No Father/Father Figure in home (Code "8" in Columns 8-54 for Card 23)
99. Not ascertained

Part J. "Language" (P. 57) is the Peabody Picture Vocabulary Test-Revised (PPVT-R) Form L, a measure of receptive vocabulary. Four scores can be derived from the PPVT-R raw score: standard score, percentile rank, stanine, and age-equivalent. Enter each score (prescored on P. 61) in the appropriate columns. Refer to PPVT-R Manual for scores if necessary.

8-10 PPVT-R Raw Score (Score range: 1-175)
Example: Raw Score = 84

(Column) $\frac{0}{8}\ \frac{8}{9}\ \frac{4}{10}$

000. Raw score less than 1
888. Not appropriate, no Father/Father Figure
999. Not ascertained

11-13 PPVT-R Standard Score Equivalent for Raw Score (Score range: 40-160)
Example: Standard Score = 79

(Column) $\frac{0}{11}\ \frac{7}{12}\ \frac{9}{13}$

000. Standard Score less than 40
888. Not appropriate, no Father/Father Figure
999. Not ascertained

Column
Number

14-16 PPVT-R Percentile Rank corresponding to Standard Score Equivalent (Percentile Rank range: 1-99; 99+ is coded 99)

Example: Percentile Rank = 3

(Column) $\frac{0}{14}\ \frac{0}{15}\ \frac{3}{16}$

000. Standard Score less than 61; Percentile Rank less than 1
888. Not appropriate, no Father/Father Figure
999. Not ascertained

17-18 PPVT-R Stanine corresponding to Standard Score Equivalent (Stanine range: 1-9)

Example: Stanine = 4

(Column) $\frac{0}{17}\ \frac{4}{18}$

00. Standard Score less than 40
88. Not appropriate, no Father/Father Figure
99. Not ascertained

19-22 PPVT-R Age Equivalent to Raw Score (Age Equivalent range: 1 year, 9 months to 33 years, 8 months; code older Age Equivalents as 33 years, 8 months)

Example: 9 years, 8 months

(Column) $\underbrace{\frac{0}{19}\ \frac{9}{20}}_{\text{years}}\ \underbrace{\frac{0}{21}\ \frac{8}{22}}_{\text{months}}$

0000. Age Equivalent less than 1 year, 9 months
8888. Not appropriate, no Father/Father Figure
9999. Not ascertained

Part M. Reading/Everyday Activities in Life (R/EAL) (P. 73) is a measure of functional literacy. The R/EAL is comprised of 9 subtests, yielding 9 subtest totals, a R/EAL total raw score, percent items passed, percentile score, standard score, and level of functional literacy. Enter each score (prescored--see separate R/EAL answer booklet) in the appropriate columns. Refer to R/EAL Manual for scores, if necessary.

---

23 Road Signs Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

Column Number

24 Television Schedule Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

25 Cheese Pizza Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

26 Narcotic Drugs Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

27 Food Ad Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

28 Lease Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

29 Road Map Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

30 Want Ad Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

31 Job Application Subtest Total (Score range: 0-5)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

32-33 R/EAL Total Raw Score (Score range: 0-45)
Example: Total Raw Score = 9

	0	9
(Column)	32	33

88. Not appropriate, no Father/Father Figure
99. Not ascertained

Column
Number

34-36 Percent Items Passed based on R/EAL Total Raw Score (Percent range: 0-100)

Example: Percent Items Passed = 22

	0	2	2
(Column)	34	35	36

888. Not appropriate, no Father/Father Figure
999. Not ascertained

37-39 Percentile Score/Rank based on R/EAL Total Raw Score (Percentile Score range: 1-99)

Example: Percentile Score = 41

	0	4	1
(Column)	37	38	39

000. R/EAL Total Raw Score less than 1; Percentile score less than 1
888. Not appropriate, no Father/Father Figure
999. Not ascertained

40-41 Standard score based on R/EAL Total Raw Score (Score range: 24-66)

Example: Standard Score = 53

	5	3
(Column)	40	41

00. R/EAL Total Raw Score less than 1; Standard Score less than 24
88. Not appropriate, no Father/Father Figure
99. Not ascertained

42 Level of Functional Literacy based on R/EAL Total Raw Score

1. Functional literacy (Raw Score range: 36-45)
2. Marginal literacy (Raw Score range: 10-35)
3. Illiterate (Raw Score range: 0-9)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

Part N. "Personal Feelings and Beliefs"(P. 75 & Pp. 10-12 in the Parent Answer Booklet) is a measure of an individual's locus of control: the degree to which attribution of causality of behavior is made either to oneself or to sources external to oneself. The 40-item scale yields a score based on the total number of items answered in an externally controlled direction. Enger the score (prescored--see Parent Answer Booklet, Pp. 10-12) to Columns 43-44.

Column
Number

43-44 Locus of Control Externality Score (Score range: 0-40)

88. Not appropriate, no Father/Father Figure
99. Not ascertained

Part O. "Problem-Solving Task"(P. 79) is the Matching Familiar Figures Test (MFFT), a measure of an individual's impulsiveness or reflectiveness on match-to-sample problems. Four scores are obtained form the MFFT: total number of correct items, total number of errors, mean number of errors, and mean latency. Enter each score (prescored on P. 83) in the appropriate columns.

45-46 Total Number of Correct Items (Score range: 0-12)

88. Not appropriate, no Father/Father Figure
99. Not ascertained

47-48 Total Number of Errors (Score range: 0-72)

88. Not appropriate, no Father/Father Figure
99. Not ascertained

49-50 Mean number of Errors (Score range: 0.0-6.0)

8. Not appropriate, no Father/Father Figure
9. Not ascertained

51-52 Mean Latency (Score range: Open) NOTE: Do not code a column for the decimal.

Example: 13.05 seconds

	0	1	3	0	5
(Column)	51	52	53	54	55

88888. Not appropriate, no Father/Father Figure
99999. Not ascertained

Part P. "Our Family"(P. 89 & Pp. 10-12 in Parent Answer Booklet) is the Family Environment Scale (FES), a 40-item scale designed to assess the social climate of the family. Factor scoring of the FES yields 10 factors. Enter the standard score for each factor (prescored) in the appropriate columns. See "Family Environment Scale-Short Form-Scoring Sheet" for scores.

56-57 Factor I. Cohesion (Score range: 16-63)

88. Not appropriate, no Father/Father Figure
99. Not ascertained

Column Number	
58-59	Factor II. Expressiveness (Score range: 22-71) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
60-61	Factor III. Conflict (Score range: 30-67) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
62-63	Factor IV. Independence (Score range: 15-66) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
64-65	Factor V. Achievement Orientation (Score range: 26-69) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
66-67	Factor VI. Intellectual-Cultural Orientation (Score range: 21-64) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
68-69	Factor VII. Active-Recreational Orientation (Score range: 21-64) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
70-71	Factor VIII. Moral-Religious Orientation (Score range: 35-66) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
72-73	Factor IX. Organization (Score range: 27-66) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
74-75	Factor X. Control (Score range: 27-69) 88. Not appropriate, no Father/Father Figure 99. Not ascertained
76-77	Card Number (23)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 24
Other Adult's PPVT-R, R/EAL, LC, MFFT, FES

Column Number	
1-3	Family Identification Number (from cover sheet)
4-5	Respondent Identification Number (from P. 63) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult
6-7	Information about... (from P. 63) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult 88. No Other Adult in home (Code "8" in Columns 8-54 for Card 24) 99. Not ascertained

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Part J. "Language" (P. 57) is the Peabody Picture Vocabulary Test-Revised (PPVT-R) From L, a measure of receptive vocabulary. Four scores can be derived from the PPVT-R raw score: standard score, percentile rank, stanine, and age-equivalent. Enter each score (prescored on P. 63) in the appropriate columns. Refer to PPVT-R Manual for scores if necessary.

Column Number	
8-10	PPVT-R Raw Score (Score range: 1-175) Example: Raw Score = 84 (Column) $\frac{0}{8}\ \frac{8}{9}\ \frac{4}{10}$ 000. Raw score less than 1 888. Not appropriate, no Other Adult 999. Not ascertained
11-13	PPVT-R Standard Score Equivalent for Raw Score (Score range: 40-160) Example: Standard Score = 79 (Column) $\frac{0}{11}\ \frac{7}{12}\ \frac{9}{13}$ 000. Standard score less than 40 888. Not appropriate, no Other Adult 999. Not ascertained

Column Number

24 Television Schedule Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

25 Cheese Pizza Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

26 Narcotic Drugs Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

27 Food Ad Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

28 Lease Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

29 Road Map Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

30 Want Ad Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

31 Job Application Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

32-33 R/EAL Total Raw Score (Score range: 0-45)
Example: Total Raw Score = 9

	0	9
(Column)	32	33

88. Not appropriate, no Other Adult
99. Not ascertained

Column Number

14-16 PPVT-R Percentile Rank corresponding to Standard Score Equivalent (Percentile Rank range: 1-99; 99+ is coded 99)

Example: Percentile Rank = 3

(Column) $\frac{0}{14}\ \frac{0}{15}\ \frac{3}{16}$

000. Standard Score less than 61; Percentile Rank less than 1
888. Not appropriate, no Other Adult
999. Not ascertained

17-18 PPVT-R Stanine corresponding to Standard Score Equivalent (Stanine range: 1-9)

Example: Stanine = 4

(Column) $\frac{0}{17}\ \frac{4}{18}$

00. Standard score less than 40
88. Not appropriate, no Other Adult
99. Not ascertained

19-22 PPVT-R Age Equivalent to Raw Score (Age Equivalent range: 1 year, 9 months to 33 years, 8 months; code older Age Equivalents as 33 years, 8 months)

Example: 9 years, 8 months

(Column) $\frac{0}{19}\ \frac{9}{20}\ \frac{0}{21}\ \frac{8}{22}$

0000. Age Equivalent less than 1 year, 9 months
8888. Not appropriate, no Other Adult
9999. Not ascertained

Part M. Reading/Everyday Activities in Life (R/EAL) (P. 73) is a measure of functi literacy. The R/EAL is comprised of 9 subtests, yielding 9 subtest totals, a R/EAL total raw score, percent items passed, percentile score, standard score, and level of functional literacy. Enter each score (prescored--see separate R/EAL answer booklet) in the appropriate columns. Refer to R/EAL Manual for scores, if necessary.

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23 Road Signs Subtest Total (Score range: 0-5)

8. Not appropriate, no Other Adult
9. Not ascertained

Column Number

34-36 Percent Items Passed based on R/EAL Total Raw Score (Percent range: 0-100)

Example: Percent Items Passed = 22

(Column) $\frac{0}{34}\ \frac{2}{35}\ \frac{2}{36}$

888. Not appropriate, no Other Adult
999. Not ascertained

37-39 Percentile Score/Rank based on R/EAL Total Raw Score (Percentile Score range: 1-99)

Example: Percentile Score = 41

(Column) $\frac{0}{37}\ \frac{4}{38}\ \frac{1}{39}$

000. R/EAL Total Raw Score less than 1; Percentile score less than 1
888. Not appropriate, no Other Adult
999. Not ascertained

40-41 Standard score based on R/EAL Total Raw Score (Score range: 24-66)

Example: Standard Score = 53

(Column) $\frac{5}{40}\ \frac{3}{41}$

00. R/EAL Total Raw Score less than 1; Standard Score less than 24
88. Not appropriate, no Other Adult
99. Not ascertained

42 Level of Functional Literacy based on R/EAL Total Raw Score

1. Functional literacy (Raw Score range: 36-45)
2. Marginal literacy (Raw Score range: 10-35)
3. Illiterate (Raw Score range: 0-9)

8. Not appropriate, no Other Adult
9. Not ascertained

Part N. "Personal Feelings and Beliefs" (P. 75 & Pp. 10-12 in the Parent Answer Booklet) is a measure of an individual's locus of control: the degree to which attribution of causality of behavior is made either to oneself or to sources external to oneself. The 40-item scale yields a score based on the total number of items answered in an externally controlled direction. Enter the score (prescored--see Parent Answer Booklet, Pp. 10-12) in Columns 43-44.

Column Number

43-44 Locus of Control Externality Score (Score range: 0-40)

88. Not appropriate, no Other Adult
99. Not ascertained

Part O. "Problem-Solving Task"(P. 79) is the Matching Familiar Figures Test (MFFT), a measure of an individual's impulsiveness or reflectiveness on match-to-sample problems. Four scores are obtained from the MFFT: total number of correct items, total number of errors, mean number of errors, and mean latency. Enter each score (prescored on P. 85) in the appropriate columns.

45-46 Total Number of Correct Items (Score range: 0-12)

88. Not appropriate, no Other Adult
99. Not ascertained

47-48 Total Number of Errors (Score range: 0-72)

88. Not appropriate, no Other Adult
99. Not ascertained

49-50 Mean Number of Errors (Score range: 0.0-6.0)

8. Not appropriate, no Other Adult
9. Not ascertained

51-55 Mean Latency (Score range: Open) NOTE: Do not code a column for the decimal

Example: 13.05 seconds

	0	1	3	0	5
(Column)	51	52	53	54	55

88888. Not appropriate, no Other Adult
99999. Not ascertained

Part P. "Our Family"(P. 89 & Pp. 10-12 in Parent Answer Booklet) is the Family Environment Scale (FES), a 40-item scale designed to assess the social climate of the family. Factor scoring of the FES yields 10 factors. Enter the standard score for each factor (prescored) in the appropriate columns. See "Family" Environment Scale-Short Form-Scoring Sheet" for scores.

56-57 Factor I. Cohesion (Score range: 16-63)

88. Not appropriate, no Other Adult
99. Not ascertained

Column Number

58-59 Factor II. Expressiveness (Score range: 22-71)

88. Not appropriate, no Other Adult
99. Not ascertained

60-61 Factor III. Conflict (Score range: 30-67)

88. Not appropriate, no Other Adult
99. Not ascertained

62-63 Factor IV. Independence (Score range: 15-66)

88. Not appropriate, no Other Adult
99. Not ascertained

64-65 Factor V. Achievement Orientation (Score range: 26-69)

88. Not appropriate, no Other Adult
99. Not ascertained

66-67 Factor VI. Intellectual-Cultural Orientation (Score range: 21-64)

88. Not appropriate, no Other Adult
99. Not ascertained

68-69 Factor VII. Active-Recreational Orientation (Score range: 21-64)

88. Not appropriate, no Other Adult
99. Not ascertained

70-71 Factor VIII. Moral-Religious Orientation (Score range: 35-66)

88. Not appropriate, no Other Adult
99. Not ascertained

72-73 Factor IX. Organization (Score range: 27-66)

88. Not appropriate, no Other Adult
99. Not ascertained

74-75 Factor X. Control (Score range: 27-69)

88. Not appropriate, no Other Adult
99. Not ascertained

76-77 Card Number (24)

78-80 Project Number (123)

The University of Wisconsin
Research and Training Center

Project 123
Fall 1982

1981-82 FAMILY SURVEY INTERVIEW

Card 25
Family Background Information

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from Part I. "Background Information," P. 53)
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult

6 I.Q1. First, could you tell me how many times you moved in the last 3 years? (P. 53)
- 0. 0
- 1. 1
- 2. 2
- 3. 3
- 4. 4
- 5. 5
- 6. >5

- 9. Not ascertained

7 I.Q2. About how many years have you lived in this home?
- 1. Less than 1 year
- 2. 1-3 years
- 3. 4-6 years
- 4. 7-10 years
- 5. Greater than 10 years but not all my life
- 6. All my life (Code "8" in Columns 8-10)

- 9. Not ascertained

8 I.Q3. How long have you lived in this neighborhood?
- 1. Less than 1 year
- 2. 1-3 years
- 3. 4-6 years
- 4. 7-10 years
- 5. Greater than 10 years but not all my life
- 6. All my life (Code "8" in Columns 9-10)

- 8. Not appropriate, "6" to Q2
- 9. Not ascertained

Column Number

9 I.Q4. How long have you lived in this town?

1. Less than 1 year
2. 1-3 years
3. 4-6 years
4. 7-10 years
5. Greater than 10 years but not all my life
6. All my life (Code "8" in Column 10)

8. Not appropriate, "6" to Q3
9. Not ascertained

10 I.Q5. Before you moved to this town, where did you live?

1. City/town within state of Wisconsin
2. City/town in a state adjacent to Wisconsin (MI, IL, IO, MN)
3. City/town in a state not adjacent to Wisconsin
4. City/town in a country other than U.S.

8. Not appropriate, "6" to Q2, Q3, and/or Q4
9. Not ascertained

11 I.Q6. Do you rent or own this home?

1. Rent
2. Own (have mortgage)
3. Living with relatives, friends, no rent or own status

9. Not ascertained

12-13 I.Q7. How many rooms are there in this home, not counting bathrooms, utility rooms, porches, or half-rooms (i.e., rooms unsuitable for sleeping or general living purposes)?

01. 1
02. 2
03. 3
04. 4
...etcetera...
77. Don't know

99. Not ascertained

Column
Number

14-15

Total number of people living in the home (from Part B. Other Information, P. 14, Q2; count the number of adults listed in Column 2a, and add respondent to obtain total number of adults; from Part C. Specific Child Information, P. 7; count the number of children listed in Column 1 to obtain total number of children; add the total number of adults and total number of children living in the home and code the sum)

01. 1
02. 2
03. 3
04. 4
...etcetera...

99. Not ascertained

16-18

Household density (from Part I.Q7 and total number of people living in the home, coded above; divide the total number of people living in the home by the number of rooms and code the number)

Example: Number of people = 6
Number of rooms = 4
6 ÷ 4 = 1.50

$$\text{(Column)}\ \ \frac{1}{16}\ \underset{\text{do not code decimal}}{\overset{.}{\uparrow}}\ \frac{5}{17}\ \frac{0}{18}$$

999. Not ascertained

19

I.Q8. How would you describe your household, crowded and it is difficult to find a place to be alone, crowded but one can usually find a place to be alone, or enough space for everybody?

1. Crowded and it is difficult to find a place to be alone
2. Crowded but one can usually find a place to be alone
3. Enough space for everybody
7. Don't know

9. Not ascertained

20

I.Q9. Does respondent indicate owning any of the things listed for Q9? (from P. 54)

1. Yes
2. No (Code "8" in Columns 21-34)

9. Not ascertained

Column
Number

I.Q9. Do things owned by respondent include...? (The number/amount of each thing follows the item--see next code below)

Common Code for Columns 21 through 33, odd-numbered

1. Yes
2. No (Code "8" in corresponding even numbered column)

8. Not appropriate, "No" to Q9
9. Not ascertained

21	a. television
23	b. radio
25	c. record player, stereo
27	d. telephone
29	e. encyclopedia
31	f. dictionary
33	g. car

I.Q9. The number/amount of each thing owned by respondent

Common Code for Columns 22 through 34, even-numbered

1. 1
2. 2
3. 3
4. 4
5. more than 4

8. Not appropriate, "No" to Q9, "No" to corresponding odd numbered questions
9. Not ascertained

22	a. television
24	b. radio
26	c. record player, stereo
28	d. telephone

(continued on next page)

Column Number

30 e. encyclopedia

32 f. dictionary

34 g. car

35 I.Q10. Do you have a religious preference?

1. Yes
2. No (Code "8" in Columns 36-37)

9. Not ascertained

36 I.Q10. What is your religious preference?

1. Lutheran
2. Other Protestant (includes Baptists)
3. Catholic
4. Jewish
0. Other preference

8. Not appropriate, "No" to Q10
9. Not ascertained

37 I.Q10a. How often do you attend church-related activities other than religous services?

1. Once a week
2. Once or twice a month
3. A few times a year
4. At least once a year
5. Less than once a year
6. Never

8. Not appropriate, "No" to Q10
9. Not ascertained

38 I.Q11. Do you have any strong ties with any racial or ethnic group?

1. Yes
2. No
7. Don't know

9. Not ascertained

39 I.Q11a. Race of respondent as determined through observation

1. White American
2. Afro American
3. Native American
4. Spanish American
5. Asian American
0. Other

9. Not ascertained

Column Number	
40	I.Q12. Does your husband/partner have any strong ties with any racial or ethnic group? 1. Yes 2. No 7. Don't know 8. Not appropriate, no Father/Father Figure 9. Not ascertained
41	I.Q13. What language is usually spoken in your home? 1. English 2. Spanish 3. Norwegian 0. Other 9. Not ascertained
42	I.Q14. Did you vote in the 1980 election? 1. Yes 2. No 7. Don't remember, don't know 9. Not ascertained
43-44	I.Q15. Respondent's indication of present yearly family income before taxes (from P. 6 in Parent Answer Booklet) 01. Less than $2,000 02. $2,000 to $3,999 03. $4,000 to $5,999 04. $6,000 to $7,999 05. $8,000 to $9,999 06. $10,000 to $11,999 07. $12,000 to $14,999 08. $15,000 to $19,999 09. $20,000 to $24,999 10. $25,000 and Over 66. Refused to respond 77. Don't know 99. Not ascertained

Column Number

45-46 1st source
47-48 2nd source
49-50 3rd source
51-52 4th source

I.Q16. Respondent's indication of family's sources of income (from P. 6 in Parent Answer Booklet; code up to 4 sources)

01. Mother's job
02. Father's job
03. Other Adult's job
04. Unemployment benefits
05. Worker's compensation
06. Social Security Disability benefits
07. Couty welfare benefits
08. Pensions
09. Aid to Families with Dependent Children
10. Investments
11. Supplemental Security Income
12. Child support (added category)
00. Other sources

88. Not appropriate, no 2nd, 3rd, 4th source of income
99. Not ascertained

53-54 1st source
55-56 2nd source

I.Q16. Respondent's indication of source of income that contributes most to total family income (P. 6 in Parent Answer Booklet; code up to 2 most important sources)

01. Mother's job
02. Father's job
03. Other Adult's job
04. Unemployment benefits
05. Worker's compensation
06. Social Security Disability benefits
07. County welfare benefits
08. Pensions
09. Aid to Families with Dependent Children
10. Investments
11. Supplemental Security Income
12. Child support (added category)
00. Other sources
77. Don't know

88. Not appropriate, no 2nd source of income
99. Not ascertained

57

I.Q17. Respondent's perception of current financial situation (from P. 6 in Parent Answer Booklet)

1. 1 (Very dissatisfied)
2. 2
3. 3
4. 4
5. 5 (Very satisfied)

9. Not ascertained

Column Number	
58	I.Q18. Were there any times during the last 12 months when you or your family had trouble getting the basic necessities such as food, clothing, housing, or health care? (from P. 6 in Parent Answer Booklet) 1. Yes 2. No 9. Not ascertained
76-77	Card Number (25)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 26
Family and Friends, Community Resources: L&R, C&O/Adults

Column
Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 65)
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult

Part K. "Family and Friends" (Pp. 65-66 in Interview Booklet and Pp. 7-8 in Parent Answer Booklet) is designed to measure an individual's informal social network. The respondent is asked to complete six "tasks" that help define the extent and quality of his/her social network. Scoring of "Family and Friends" yields five summary scores. Enter each score (prescored) in the appropriate columns. See "Family and Friends Social Network Analysis Worksheet" for scores.

---

6 I. Size of Social Network (Score range: 0-3)
- 9. Not ascertained

7-8 II. Average Quality of Relationships (Score range: 0-9.0)

Example: 7.4

(Column) $\frac{7}{7} \underset{\uparrow}{.} \frac{4}{8}$
do not code decimal

- 99. Not ascertained

9 III. Normative Context of Relationships (Score range: 0-3)
- 9. Not ascertained

10 IV. Network Density (Score range: 0-3)
- 9. Not ascertained

11-13 V. Quality of Social Network (Score range: 0-18.0)
Example: 16.4

(Column) $\underset{11}{1}\ \underset{12}{6}\ .\ \underset{13}{4}$
↑ do not code decimal

999. Not ascertained

Part L. Community Resources-Leisure and Recreation has been separated into two areas: Availability and Use (from P. 67)

Part L. Leisure and Recreation/Availability (P. 67). What does respondent indicate for availability of the following leisure activities, programs, and services...?

Common Code for Columns 14 through 40, Even numbered

1. Yes
2. No
7. Don't know

9. Not ascertained

SKIP LQ1. Nursery or Day Care Center.

14 2. summer parks program

16 3. organized sports (baseball, softball)

18 4. public park

20 5. camping

22 6. fishing

24 7. swimming

26 8. golf

28 9. bowling

30 10. horseback riding

32 11. roller skating

(continued on next page)

Column Number	
34	12. youth hockey
36	13. live theatre (plays)
38	14. movie theatre
40	15. public playground

Part L. Leisure and Recreation/Use (P. 67). What does Respondent indicate for use of the following activities, programs, and services...?

Common Code for Columns 15 through 41, Odd numbered

1. Used regularly
2. Used sometimes
3. Used rarely, never

8. Not appropriate, respondent does not know of availability, respondent indicates not available
9. Not ascertained

SKIP LQ1. Nursery or Day Care Center.

15	2. summer parks program
17	3. organized sports (baseball, softball)
19	4. public park
21	5. camping
23	6. fishing
25	7. swimming
27	8. golf
29	9. bowling
31	10. horseback riding
33	11. roller skating
35	12. youth hockey

(continued on next page)

Column Number

37 13. live theatre (plays)

39 14. movie theatre

41 15. public playground

42 Part L. Community Resources-Clubs and Organizations (P. 68). Does respondent belong to any of the following kinds of groups...?

1. Yes
2. No, none (Code "8" in Columns 43-50)

9. Not ascertained

Part L. Clubs and Organizations (P. 68). To which clubs and organizations does respondent indicate belonging...?

Common Code for Columns 43 through 48

1. Yes
2. No

8. Not appropriate, no memberships
9. Not ascertained

---

43 16. religious groups or church organization such as choir, ladies auxiliary? (does not include church service)

44 17. clubs or social groups such as women's clubs, card clubs, or bowling clubs?

45 18. neighborhood action associated groups such as community action programs, block groups, parent councils?

46 19. groups which are mainly connected with children's education such as PTO or a parent advisory board?

47 20. political action groups such as a political party or citizens committees?

48 21. other groups such as job-affiliated groups, unions, study groups, etc.?

Column Number

49 Part L. Clubs and Organizations, QA. How many clubs and organizations are named or described by respondent? (Count those listed on P. 68, Column A)

1. 1
2. 2
3. 3
4. 4
5. More than 4

8. Not appropriate, no memberships
9. Not ascertained

50 Part L. Clubs and Organizations, QB. Respondent's frequency of attendance for one or more groups is... (See P. 68, Column B; code highest frequency of attendance)

1. More than once per month
2. Once per month
3. Less than once per month but greater than four or more times per year
4. Two to three times per year
5. Once per year
6. Less than once per year
0. Other

8. Not appropriate, no membership
9. Not ascertained

L.Q22 has been separated into two sets of questions; one set for spouse/partner and one set for other adult.

---

51 L.Q22/Spouse/Partner. Does your spouse/partner belong to any clubs or organizations?

1. Yes
2. No (Code "8" in Column 52)

8. Not appropriate, no spouse/partner
9. Not ascertained

52 L.Q22a/Spouse/Partner. How many clubs and organizations are named or described by respondent? (Count those listed on P. 69)

1. 1
2. 2
3. 3
4. 4
5. More than 4

8. Not appropriate, no membership, no spouse/partner
9. Not ascertained

Column Number

53 L.Q22/Other Adult. Does other adult belong to any clubs or organizations?

1. Yes
2. No (Code "8" in Column 54)

8. Not appropriate, no Other Adult
9. Not ascertained

54 L.Q22a/Other Adult. How many clubs and organizations are names or described by respondent? (Count those listed on P. 69)

1. 1
2. 2
3. 3
4. 4
5. More than 4

8. Not appropriate, no membership, no Other Adult
9. Not ascertained

76-77 Card Number (26)

78-80 Project Number (123)

The University of Wisconsin
Research and Training Center

Project 123
Fall 1982

1981-82 FAMILY SURVEY INTERVIEW

Card 27
Community Resources: C&O/Children, S&P

Column Number		
1-3		Family Identification Number (from cover sheet)
4-5		Respondent Identification Number (from P. 67) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult
6		L.Q23. Do any of your children belong to any clubs or organizations such as 4-H, Girl Scouts, Boy Scouts, church groups, or any other group? (P. 69) 1. Yes 2. No (Code "8" in Columns 7-48) 9. Not ascertained

L.Q23a. Who is this (Code appropriate child ID numbers for each group, up to 3 children; maintain same child ID numbers used to code Card 2--Child Information)

Common Code for Columns 7 through 48
01. Child #1
02. Child #2
03. Child #3
04. Child #4
...etcetera...

88. Not appropriate, no membership, no 2nd, 3rd child
99. Not ascertained

7-8	1st child	a. nationwide youth programs (general), e.g., 4-H, Brownies, campfire girls, Girl Scouts, Boy Scouts, etc.
9-10	2nd child	
11-12	3rd child	
13-14	1st child	b. nationwide youth programs (spcific), e.g., Youth Association for Retarded Citizens
15-16	2nd child	
17-18	3rd child	
19-20	1st child	c. educational/social programs associated with school system, e.g., Spanish Club, Future Farmers of America (FFA)
21-22	2nd child	
23-24	3rd child	

Column Number		
25-26	1st child	d. athletic/recreational programs associated with school system, e.g., intramurals, football, gymnastics
27-28	2nd child	
29-30	3rd child	
31-32	1st child	e. athletic/recreational programs not associated with school system, e.g., YMCA, Little League, community football program
33-34	2nd child	
35-36	3rd child	
37-38	1st child	f. religious groups or church organizations, e.g., Catholic catechism (CCD), church choir
39-40	2nd child	
41-42	3rd child	
43-44	1st child	g. other
45-46	2nd child	
47-48	3rd child	

Part L. Community Resources-Services and Programs has been separated into two areas: Availability and Use (from Parent Answer Booklet, P. 9)

Part L. Services and Programs/Availability. What does respondent indicate for availability of the following programs and services...? (from Q24, P. 69)

Common Code for Columns 49 through 71, Odd Numbered

1. Yes
2. No
7. Don't know

9. Not ascertained

49	A1. vocational and adult education programs
51	A2. center for disabled citizens
53	A3. homemaker program
55	A4. senior citizen programs
57	B1. public health services
59	B2. social work services
61	B3. legal counseling services
63	B4. personal and family counseling services

(continued on next page)

Column Number	
65	C1. bus service
67	C2. cab service
69	C3. cable TV service
71	C4. newspaper delivery service

Part L. Services and Programs/Use. What does respondent indicate for use of the following programs and services ...? (see Parent Answer Booklet, P. 9)

Common Code for Columns 50 through 72, Even numbered

1. Yes
2. No

8. Not appropriate, respondent does not know of availability, respondent indicates not available
9. Not ascertained

50	A1. vocational and adult education programs
52	A2. center for disabled citizens
54	A3. homemaker program
56	A4. senior citizen program
58	B1. public health services
60	B2. social work services
62	B3. legal counseling services
64	B4. personal and family counseling services
66	C1. bus service
68	C2. cab service
70	C3. cable TV service
72	C4. newspaper delivery service
76-77	Card Number (27)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 28
Community Resources: Problems, MFFT Follow-Up

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 67)
- 21. Mother/Mother Figure
- 22. Father/Father Figure
- 23. Other Adult

6 L.Q25. Have you or members of your family had any problems in getting services you felt you needed or deserved? (P. 70)
- 1. Yes
- 2. No (Code "8" in Columns 7-15)
- 3. Never tried (Code "8" in Columns 7-15)

- 9. Not ascertained

L.Q25a. Do respondent's problems in getting help from agencies include the following problems...? (P. 70)

Common Code for Columns 7 through 15
- 1. Yes
- 2. No

- 8. Not appropriate, no problems, never tried
- 9. Not ascertained

There is no 25a. START CODING WITH 25b.

---

7 b. knowing my responsibilities and rights in programs from which I receive assistance

8 c. understanding which programs I'm eligible for

9 d. understanding questions asked on agency forms

10 e. people in agencies don't understand my problems

11 f. I can't get to the agency during the day because I work

(continued on next page)

Column Number

12 g. lack of consistency between agencies and programs

13 h. I have transportation problems getting to the agency

14 i. meeting eligibility for programs because I have too many financial assets (savings, securities, property)

15 j. agency staff turnover resulting in poorer quality services

16 L.Q26. Has respondent made any comments about the activities, services, or programs in this area? (see P. 71)

1. Yes
2. No

9. Not ascertained

SKIP TO Part O. "Problem-Solving Task," P. 87. MFFT Follow-up Questions.

17-18 O.Q13. Do you have any comments about this problem-solving task? (see Part O. Problem-Solving Task-Follow-up Questions, P. 87)

01. Hard, difficult
02. Easy
03. Asks or comments about purpose of test
04. Pictures very similar
05. Deceptive
06. Fun, interesting
07. Requires concentration
08. Comments about how other family members might perform at same task
00. Other
77. No comment

99. Not ascertained

Column
Number

19-20 1st response
21-22 2nd response
23-24 3rd response

O.Q14. What is the first thing you would do? (Code up to 3 responses)

01. Give very general instructions, e.g., "Look at the top picture," concentrate
02. Give specific instructions
03. Tell child to look at details of item to be matched, e.g., stripes, handle
04. Tell child to look at shape of item to be matched
05. Tell child to look for details on other items that match the stimulus (item to be matched)
06. Tell child to look for shape of items that match the stimulus (item to be matched)
07. Point out details to child
08. Point out shape to child
09. Tell child to take time to look, scan, or similar comment
10. Tell child to look for the "same" or match top to bottom, tell child to match
11. Tell child to use some type of process of elimination
12. Do an example, explain how to do it, or similar comment
13. Ask child to explain similarities and/or differences
14. Have child actually draw item to be matched
15. Have child cover all but one possible choice and follow this procedure until child finds match
16. Praise, give child encouragement
17. Give child answer, come back to same problem later
00. Other
77. Don't know, can't think of anything

88. Not appropriate, no 2nd, 3rd response
99. Not ascertained

Column
Number

25-26 1st response
27-28 2nd response
29-30 3rd response

C.Q15. Then what would you do? (Code up to 3 responses)

01. Give very general instructions, e.g., "Look at the top picture," concentrate
02. Give specific instructions
03. Tell child to look at details of item to be matched, e.g., stripes, handle
04. Tell child to look at shape of item to be matched
05. Tell child to look for details on other items that match the stimulus (item to be matched)
06. Tell child to look for shape of items that match the stimulus (item to be matched)
07. Point out details to child
08. Point out shape to child
09. Tell child to take time to look, scan, or similar comment
10. Tell child to look for the "same" or match top to bottom, tell child to match
11. Tell child to use some type of process of elimination
12. Do an example, explain how to do it, or similar comment
13. Ask child to explain similarities and/or differences
14. Have child actually draw item to be matched
15. Have child cover all but one possible choice and follow this procedure until child finds match
16. Praise, give child encouragement
17. Give child answer, come back to same problem later
00. Other
77. Don't know, can't think of anything

88. Not appropriate, no 2nd, 3rd response
99. Not ascertained

Column
Number

31-32 1st response
33-34 2nd response
35-36 3rd response

C.Q16. Is there anything else you would do to help the child learn to solve a problem like this? (Code up to 3 responses)

01. Give very general instructions, e.g., "Look at the top picture," concentrate
02. Give specific instructions
03. Tell child to look at details of item to be matched, e.g., stripes, handle
04. Tell child to look at shape of item to be matched
05. Tell child to look for details on other items that match the stimulus (item to be matched)
06. Tell child to look for shape ot items that match the stimulus (item to be matched)
07. Point out details to child
08. Point out shape to child
09. Tell child to take time to look, scan, or similar comment
10. Tell child to look for the "same" or match top to bottom, tell child to match
11. Tell child to use some type of process of elimination
12. Do an example, explain how to do it, or similar comment
13. Ask child to explain similarities and/or differences
14. Have child actually draw item to be matched
15. Have child cover all but one possible choice and follow this procedure until child finds match
16. Praise, give child encouragement
17. Give child answer, come back to same problem later
00. Other
77. Don't know, can't think of anything

88. Not appropriate, no 2nd, 3rd response
99. Not ascertained

Column Number

37-38 1st response
39-40 2nd response
41-42 3rd response

0.Q17. What would you do if the child made a mistake during the teaching situation? (Code up to 3 responses)

01. Ask questions of child to point out differences in incorrectly chosen answer
02. Tell them to try again, encourage more observation, or similar comment
03. Tell child to explain "why" they chose that item
04. Be aware of/try to prevent child from being discouraged or negative
05. Responses that focus on specific details of item
06. As for another choice
07. Tell them the answer
08. Point out mistake
09. Review how to do it, what to look for
00. Other
77. Don't know, can't think of anything

88. Not appropriate, no 2nd, 3rd response
99. Not ascertained

43 1st response
44 2nd response
45 3rd response

0.Q18. How would you let the child know he/she has done a good job as he/she learns to solve the problem? (Code up to 3 responses)

1. Verbal praise
2. Physical affection
3. Tangible reward
4. Reward system
5. Take true pleasure in child's success
6. Smile
0. Other
7. Don't know

8. Not appropriate, no 2nd, 3rd response
9. Not ascertained

76-77 Card Number (28)

78-80 Project Number (123)

The University of Wisconsin
Research and Training Center

Project 123
Fall 1982

1981-82 FAMILY SURVEY INTERVIEW

Card 29
FES Follow-Up, Discipline #1 & #2, Closing Q's

Column Number	
1-3	Family Identification Number (from cover sheet)
4-5	Respondent Identification Number (from P. 89) 21. Mother/Mother Figure 22. Father/Father Figure 23. Other Adult
6	P.Q41. Do you have any rules or regulations in your family? (See Part P. Family Activities-Follow-up Questions, P. 91) 1. Yes (respondent indicates one or more rules) 2. No ("No rules" checked; code "8" in Columns 7-23) 9. Not ascertained
	P.Q41. Do rules or regulations indicated by respondent include the following rules...?
	Common Code for Columns 7 through 14 1. Yes 2. No 8. Not appropriate, "No" to Q41 9. Not ascertained
7	a. household chores & picking up after themselves
8	b. personal appearance of children
9	c. children's hours, curfew, bedtime, meal times, etc.
10	d. children must let parents know where they are & who they are with
11	e. homework
12	f. watching TV
13	g. grades to be achieved
14	h. other

Column Number

15 P.Q42. Who makes the rules in your home?

1. Mother/Mother Figure
2. Father/Father Figure
3. Other Adult
4. Parents/Adults set rules without consenting children
5. Rules made by parents/adults but children are at least consulted
6. Rules mutually arrived at by children and parents
0. Other
7. Don't know ("hard to say")

8. Not appropriate, "No" to Q41
9. Not ascertained

P.Q43 has been separated into a series of questions about the content of the response. Read the entire response carefully (P. 91) and code the following questions.

---

16 P.Q43. Does respondent indicate inconsistency in the enforcement of rules, i.e., does it seem that rule-breaking might be punished at one time and not at another time?

1. Yes
2. No

8. Not appropriate, "No" to Q41
9. Not ascertained

17 P.Q43. Does respondent indicate discrepancies between parents in their style of punishment, e.g., does the mother use verbal punishment, while the father uses physical punishment?

1. Yes
2. No

8. Not appropriate, "No" to Q41
9. Not ascertained

Column
Number

18-19 1st response
20-21 2nd response
22-23 3rd response

P.Q43. How are rules enforced? What happens if a rule is broken? (Code up to 3 responses)

01. Removal of privileges at the time of punishment (e.g., grounded, no TV)
02. Removal of future privileges (e.g., "I'll say 'no' the next time they ask to do something")
03. Extra chores (e.g., clean garage)
04. Send to bed early
05. Time-out (e.g., sit on a chair in the corner, send to bedroom)
06. Verbal probing as to reasons for rule-breaking
07. Verbal punishment (e.g., yell)
08. Physical punishment (e.g., slap, spanking)
09. Some type of punishment, nonspecific
10. Depends on rule that is broken
11. Nothing
12. Behavioral program (loss of points or allowance)
00. Other

88. Not appropriate, "No" to Q41, no 2nd, 3rd response
99. Not ascertained

Part P. Q44a-e and Q45a-e (Pp. 92-93) present two situations describing children's rule-breaking or misbehavior. Parents are asked to respond to a series of questions about their disciplinary approach, through use of a technique known as "verbal problem solving." Two scores are obtained from parents' responses: "range," the number of unique responses generated by the parent; and "effectiveness," a rating of the parents' approach to and rationale for solving the problem. Enter these scores (prescored) in the appropriate columns for Discipline Problems #1 and #2.

24-25 Discipline Problem #1/Range (Score range: Open)

99. Not ascertained

26 Discipline Problem #1/Effectiveness (Score range: 0-3)

9. Not ascertained

27-28 Discipline Problem #2/Range (Score range: Open)

88. Not appropriate, no spouse/partner
99. Not ascertained

29 Discipline Problem #2/Effectiveness (Score range: 0-3)

8. Not appropriate, no spouse/partner
9. Not ascertained

Column
Number

30

P.Q46. In general, do you find being a parent easy or difficult? (P. 94; read entire response and code most appropriate category)

1. Easy, comes natural, or similar comment
2. Mostly easy
3. Sometimes easy, sometimes difficult, or similar comment suggesting variability
4. Mostly difficult
5. Difficult
0. Other
7. Don't know

9. Not ascertained

31

P.Q47. Does respondent describe any things about herself that helps her to "stay on top of things?"

1. Yes
2. No (Code "8" in Columns 32-37)

9. Not ascertained

32-33 1st charac.
34-35 2nd charac.
36-37 3rd charac.

P.Q47. What things about yourself help you to "stay on top of things?" (Code up to 3 different characteristics listed below)

01. General personality attributes, e.g., easy-going, independent
02. Values, enjoys children
03. Positive attitude
04. Support, positive relationship with husband/partner
05. Support, positive relationship with children and/or extended family, e.g., grandmother
06. Support, positive relationship with friends, neighbors
07. Household management skills, e.g., budgeting , planning scheduling
08. Belief in God, religious background
09. Work outside the home
10. Keep track of kids' activities at school and play
00. Other

88. Not appropriate, none described, no 2nd, 3rd characteristic
99. Not ascertained

38

P.Q48. Does respondent describe any things that make it hard for her to cope?

1. Yes
2. No (Code "8" in Columns 39-44)

9. Not ascertained

Column
Number

39-40 1st condition
41-42 2nd condition
43-44 3rd condition

P.Q48. Are there things that make it hard for you to cope (e.g., day-to-day things that cause you a lot of stress? (Code up to 3 different conditions listed below)

01. Financial concerns
02. Living situation, e.g., house, area, town
03. Children's noncompliance
04. Children's arguing
05. Children's academic difficulties
06. Children's behavior problems in school
07. Meeting schedules, work deadlines, punctuality
08. "Things don't go right," clustering of difficulties, stressful events
09. Marital discord, personal relationship difficulties
10. Managing a household, household duties
11. Health concerns
12. Work related stress (respondent)
13. Preschool age children
00. Other

88. Not appropriate, none described, no 2nd, 3rd condition
99. Not ascertained

P.Q49 has been separated into two sets of questions; one set concerns things about spouse/partner that makes bringing up children easier; the other set concerns things about spouse/partner that makes bringing up children harder.

45

P.Q49/Easier. Does respondent describe any thing about spouse/partner that makes things easier in terms of bringing up their children?

1. Yes
2. No (Code "8" in Columns 46-51)

8. Not appropriate, no spouse/partner (Code "8" in Columns 46-51)
9. Not ascertained

Column
Number

46-47 1st charac.
48-49 2nd charac.
50-51 3rd charac.

P.Q49/Easier. Is there anything about him/her that makes things easier in terms of bringing up your children (e.g., special interests, abilities, personal characteristics)? (Code up to 3 different characteristics listed below)

01. General personality attributes, e.g., easy-going, independent
02. Values, enjoys children, e.g., "Gives kids attention"
03. Positive attitude
04. Effective disciplinarian, e.g., "Children listen to him"
05. Helps around the house, handy
06. Provides financial support for family, hard worker
07. Agreement on how to raise children
08. Good communication skills
00. Other

88. Not appropriate, no spouse/partner, no 2nd, 3rd characteristic
99. Not ascertained

52

P.Q49/Harder. Does respondent describe anything about spouse/partner that makes things harder in terms of bringing up their children?

1. Yes
2. No (Code "8" in Columns 53-58)

8. Not appropriate, no spouse/partner (Code "8" in Columns 53-58)
9. Not ascertained

Column
Number

53-54	1st charac.	P.Q49/Harder. Is there anything about him/her that makes things harder in terms of bringing up your children? (Code up to 3 different characteristics listed below)
55-56	2nd charac.	
57-58	3rd charac.	

01. General personality attributes, e.g., temperamental, moody
02. Does not value, enjoy children, e.g., "Doesn't spend much time with children"
03. Negative attitude
04. Ineffective or different disciplinarian, i.e., punishes children differently, more harshly, etc.
05. Doesn't help much around the house
06. Provides insufficient financial support for family, doesn't work much, often
07. Disagreement on how to raise children
08. Poor communication skills (mother's perspective), e.g., "Won't take feedback from kids"
09. Work demands/stress affecting his/her childrearing performance
00. Other

88. Not appropriate, no spouse/partner, no 2nd, 3rd characteristic
99. Not ascertained

P.Q49a has been separated into two sets of questions; one set concerns agreement about raising children; the other set concerns disagreement about raising children.

---

59 P.Q49a/Agreement. Does respondent describe specific things that spouses/partners agree about when it comes to raising children?

1. Yes
2. No (Code "8" in Columns 60-65)

8. Not appropriate, no spouse/partner (Code "8" in Columns 60-65)
9. Not ascertained

Column
Number

60-61 1st topic
62-63 2nd topic
64-65 3rd topic

P.Q4a/Agreement. Are there specific things you agree about when it comes to raising children? (Code up to 3 different topics listed below)

01. Child-rearing, nonspecific
02. Discipline
03. Ways of communicating with children
04. Expectations for academic achievement
05. Privileges, e.g., TV, dating
06. Children assuming responsibilities, e.g., chores, babysitting
00. Other

88. Not appropriate, no spouse/partner, no 2nd, 3rd topic
99. Not ascertained

66

P.Q49a/Disagreement. Does respondent describe specific things that spouses/partners disagree about when it comes to raising children?

1. Yes
2. No (Code "8" in Columns 67-72)

8. Not appropriate, no spouse/partner (Code "8" in Columns 67-72)
9. Not ascertained

67-68 1st topic
69-70 2nd topic
71-72 3rd topic

P.Q49a/Disagreement. Are there specific things you disagree about when it comes to raising children? (Code up to 3 different topics listed below)

01. Child-rearing, nonspecific
02. Discipline
03. Ways of communicating with children
04. Expectations for academic achievement
05. Privileges, e.g., TV, dating
06. Children assuming responsibilities, e.g., chores, babysitting
07. Independence/dependence promoted in children
00. Other

88. Not appropriate, no spouse/partner, no 2nd, 3rd topic
99. Not ascertained

76-77 Card Number (29)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 30

Closing Q's, Post-Interview Observations

Column Number

1-3 Family Identification Number (from cover sheet)

4-5 Respondent Identification Number (from P. 89)

21. Mother/Mother Figure
22. Father/Father Figure
23. Other Adult

6 P.Q50. Does respondent indicate the most important source(s) of help to him/her as a parent? (P. 95)

1. Yes
2. No (Code "8" in Columns 7-12)
7. Don't know (Code "8" in Columns 7-12)

9. Not ascertained

7-8 1st source
9-10 2nd source
11-12 3rd source

P.Q50. As you think of it now, what do you see as the most important source of help to you as a parent? (Code up to 3 different sources listed below)

01. Spouse/Partner
02. Own children--when they are supportive, honest, behaving
03. Extended family, e.g., own mother
04. Talking with other parents about problems, concerns, or child-rearing, in general
05. Friends, neighbors
06. Parents Anonymous
07. Own experience of being raised by good parents
08. Own early experiences with raising own children
09. Church, religious organization, own faith
10. School personnel
11. Medical personnel
12. Social worker or other social service professional
13. Reading materials, booklets
14. TV programs
15. Recreation/leisure activities, e.g., racquetball, aerobics, bridge
16. Being home/available when children get home
17. Listening and talking things over among family
18. Providing love, security, stability for each other
00. Other

88. Not appropriate, none or unknown sources of help
99. Not ascertained

Column
Number

13 P.Q51. Does respondent indicate the most serious problem(s) for him/her as a parent?

1. Yes
2. No (Code "8" in Columns 14-19)
7. Don't know (Code "8" in Columns 14-19)

9. Not ascertained

14-15 1st problem
16-17 2nd problem
18-19 3rd problem

P.Q51. What do you see as the most serious problem for you as a parent? (Code up to 3 different problems listed below)

01. Managing children's behavior
02. Communicating with children
03. Motivating children to achieve academically; do homework
04. Being a parent and a friend to children; being able to relate, understand them
05. Marital relationship
06. Financial concerns
07. Managing my time, need more time in each day
08. Fulfilling personal goals and being a good parent
09. Relationship with school, children's teacher(s)
10. Helping children fulfill potential, lead clean, happy live
11. Helping children become independent, employed
12. Pressure of children having same material possessions as friends
13. More variety of suitable leisure activities for children

14. Undesireable personality traits, e.g., impatient, overprotective, worrys a lot
15. Not knowing whether I'm doing a good job/right thing
00. Other

88. Not appropriate, none or unknown serious problems, no 2nd, 3rd response
99. Not ascertained

20 P.Q52. Has respondent made any comments about any of the things that have been talked about and done with the interviewer? (P. 52)

1. Yes
2. No

9. Not ascertained

P.Q52 completes information to be obtained from the Family Interview Booklet. Information for coding the remainder of Card 30 is from Part Q. "Post-Interview Observations." Scoring of the observational ratings yields a number of factor scores, as well as individual item scores. Enter each score (prescored) in the appropriate columns. See "Post-Interview Observations-Scoring Sheet" for all scores.

Column Number	
21-22	Interviewer (from P. 1 of Part Q. "Post-Interview Observations") 01. Marianne 02. Jill 03. Erin 04. Feather 05. Maggi 06. Dana 07. Theo 08. Peggy 09. Karin 10. Pam 00. Other 99. Not ascertained
23	Number of home visits made by interviewer (from P. 1 of Part Q. "Post-Interview Observations") 1. 1 2. 2 3. 3 4. 4 5. 5 6. 6 7. >6 9. Not ascertained
24-25	A. Harmony and Quality of Parenting (Score range: 7-33) 99. Not ascertained
26-27	B. Concordance in Support of Child Care (Score range: 3-12) 99. Not ascertained
28-29	C. Quality and Safety of the Residential Environment (Score range: 4-19) 99. Not ascertained
30-31	D. Quality of the Residential Area (Score range: 4-11) 99. Not ascertained
32-33	E. Characteristics of Mother/Mother Figure (Score range: 3-15) 88. Not appropriate, no Mother/Mother Figure 99. Not ascertained, no opportunity to observe

Column Number

34 F. Openness and Awareness of Mother/Mother Figure (Score range: 2-9)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained, no opportunity to observe

35 F. Item 24e/Reason (Score range: 1-4)

8. Not appropriate, no Mother/Mother Figure
9. Not ascertained, no opportunity to observe

36-37 G. Characteristics of Father/Father Figure (Score range: 3-15)

88. Not appropriate, no Father/Father Figure
99. Not ascertained, no opportunity to observe

38 H. Openness and Awareness of Father/Father Figure (Score range: 2-9)

8. Not appropriate, no Father/Father Figure
9. Not ascertained, no opportunity to observe

39 H. Item 25e/Reason (Score range: 1-4)

8. Not appropriate, no Father/Father Figure
9. Not ascertained, no opportunity to observe

40-41 I. Characteristics of Other Adult (Score range: 3-15)

88. Not appropriate, no Other Adult
99. Not ascertained, no opportunity to observe

42 J. Openness and Awareness of Other Adult (Score range: 2-9)

8. Not appropriate, no Other Adult
9. Not ascertained, no opportunity to observe

43 J. Item 25e/Reason (Score range: 1-4)

8. Not appropriate, no Other Adult
9. Not ascertained, no opportunity to observe

44 K. Dominant Control vs. Indulgence (Score range: 1-4)

9. Not ascertained

45 L. Maternal Overprotection (Score range: 1 or 3)

9. Not ascertained

Column Number	
46	M. Children's Influence on Marriage (Score range: 1-5) 9. Not ascertained
47	N. Primary Caregiver (Score range: 1-2) 9. Not ascertained
48	O. Role of Father/Father Figure (Score range: 1-2) 9. Not ascertained
49-50	P. Physical Environment/Number of Yes ✓'s (Score range: 0-13) 99. Not ascertained
51-52	P. Physical Environment/Number of No ✓'s (Score range: 0-13) 99. Not ascertained
53-54	P. Physical Environment/Number of No Opportunity to Observe ✓'s (Score range: 0-13) 99. Not ascertained
55	Q. Religiosity 1. Yes 2. No 9. Not ascertained
56	R. Strict/Authority Father/Father Figure 1. Yes 2. No 8. Not appropriate, no Father/Father Figure 9. Not ascertained
57	S. Play Materials and Equipment. Were any play materials or equipment observed by interviewer? 1. Yes 2. No (Code "8" in Columns 58-73) 9. Not ascertained, no opportunity to observe

S. Play Materials and Equipment. Do play materials and equipment observed by interviewer include...?

Common Code for Columns 58 through 73

1. Yes
2. No

8. Not appropriate, none observed
9. Not ascertained, no opportunity to observe

Column Number	
58	a. gross motor toys and equipment, e.g., bicylces, skates, skateboard, balls
59	b. fine motor toys and materials, e.g., blocks, cut-outs, crayons, manipulatives, toy cars and trucks
60	c. games, e.g., checkers, scrabble, monopoly
61	d. musical instruments, e.g., xylophone, drum
62	e. electronic games, e.g., Atari, small portable devices
63	f. child-size play pieces for adult role playing, e.g., play kitchen, appliances, tool box, doctor/nurse kit, dolls
64	g. outdoor sports equipment for children's use, e.g., fishing pole, snowmobile
65	h. playground equipment, e.g., swing, slide, sandbox
66	i. children's reading materials, e.g., storybooks, children's magazines
67	j. dictionary
68	k. encyclopedia
69	l. small baby toys
70	m. radio
71	n. stereo or record player
72	o. toys, not specified
73	p. other

Column Number	
74	T.Q43. Was there anything unusual about the interview situations that affected respondent's answers? 1. Yes 2. No 9. Not ascertained
76-77	Card Number (30)
78-80	Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 31

Key Family Variables - Process Variables

Column Number	
1-3	Family Identification Number
4-5	Quality of the Physical Home Environment (from Post-Interview Observation [PIO] Scoring Sheet, Item P; Score range: 0-13)
	99. Not ascertained
6-7	Quality and Safety of the Residential Environment (from PIO, Item C; Score range: 4-19)
	99. Not ascertained
8-9	Quality of the Residential Area (from PIO, Item D; Score range: 4-11)
	99. Not ascertained
10-11	Harmony and Quality Parenting (from PIO, Item A; Score range: 7-33)
	99. Not ascertained
12	Mother/Primary Caregiver's Self-Concept: Extent to which she feels she is a competent, capable person (from PIO, Item E24a; Score range: 1-5)
	9. Not ascertained
13	Mother/Primary Caregiver's Social Competence: Extent to which she possesses skills that elicit from others interest and approach responses not available to a less socially appealing person (from PIO, Item E24b; Score range: 1-5)
	9. Not ascertained
14	Mother/Primary Caregiver's Communication Skills: Ability to use language to express her ideas; includes fluency of expression, pronunciation, and vocabulary (from PIO, Item E24c; Score range: 1-5)
	9. Not ascertained

Column Number	
15-16	Parental Modernity Scale (formerly "CREI" from Interview, Part E, P. 31; Score range: 1-61)
	99. Not ascertained
17-18	Extended Interests and Community Involvement (from Interview, Part D, P. 21; See Family Activities [HELPS] Scoring Sheet; Score range: 9-45) Factor I
	99. Not ascertained
19-20	Valuing Language and School Related Behavior (from Interview, Part D, P. 21; See Family Activities [HELPS] Scoring Sheet; Score range: 5-25) Factor II
	99. Not ascertained
21-22	Intellectual Guidance (from Interview, Part D, P. 21; See Family Activities [HELPS] Scoring Sheet; Score range: 3-15) Factor III
	99. Not ascertained
23-24	Providing a Supportive Environment for School Learning (from Interview, Part D, P. 21; See Family Activities [HELPS] Scoring Sheet; Score range: 7-35) Factor IV
	99. Not ascertained
25-26	Attention (from Interview, Part D, P. 21; See Family Activities [HELPS] Scoring Sheet; Score range: 4-20) Factor V
	99. Not ascertained
27-29	TOTAL Family Activities (HELPS) Score (from Interview, Part D, P. 21; See Family Activities [HELPS] Scoring Sheet; Score range: 28-140)
	999. Not ascertained
30-31	Awareness of Community Resources (from Interview, Part L. Leisure and Recreation, P. 67, and Services and Programs, Parent Answer Booklet, P. 9; Score range: 0-26)
	99. Not ascertained
32-33	Mother/Primary Caregiver's Anxiety Score (from Part F. Self-Description (MAACL), Parent Answer Booklet, P. 5; Score range: 0-10)
	99. Not ascertained

Column Number

34-35 Mother/Primary Caregiver's Depression Score (from Part F. Self-Description [MAACL], Parent Answer Booklet, P. 5; Score range: 0-24)

99. Not ascertained

36-37 Mother/Primary Caregiver's Hostility Score (from Part F. Self-Description [MAACL], Parent Answer Booklet, P. 5; Score range: 0-14)

99. Not ascertained

38-40 Mother/Primary Caregiver's Verbal Skills (PPVT-R) Standard Score Equivalent of Raw Score (from Part J. Language, P. 59; Score range: 40-160)

000. Standard score less than 40

999. Not ascertained

41-42 Mother/Primary Caregiver's Reading Skills (R/EAL) Standard Score Equivalent of Raw Score (from Part M. Reading/Everyday Activities in Life; See R/EAL Answer Booklet; Score range: 24-66)

00. Standard score less than 24

99. Not ascertained

43-44 Mother/Primary Caregiver's Locus of Control (Nowick-Strickland Scale) Externality Score (from Part N. Personal Feelings and Beliefs, Parent Answer Booklet, Pp. 10-12; Score range: 0-40)

99. Not ascertained

45-46 Mother/Primary Caregiver's Cognitive Problem-Solving Skills (MFFT) - Total Number of Correct Items (from Part O. Problem-Solving Task, P. 81; Score range: 0-12)

99. Not ascertained

47-48 Mother/Primary Caregiver's Cognitive Problem-Solving Skills (MFFT) - Total Number of Errors (from Part O. Problem-Solving Task, P. 81; Score range: 0-72)

99. Not ascertained

49-50 Mother/Primary Caregiver's Cognitive Problem-Solving Skills (MFFT) - Mean Number of Errors (from Part O. Problem-Solving Task, P. 81; Score range: 0.0-6.0)

99. Not ascertained

Column Number

51-55 Mother/Primary Caregiver's Cognitive Problem-Solving Skills (MFFT) - Mean Latency (from Part O. Problem-Solving Task, P. 81; Score range: Open)

Example: 13.05 seconds

	0	1	3	.	0	5
(Column)	51	52	53	↑	54	55

do not code decimal

99999. Not ascertained

56 Size of Social Network (from Part K. Family and Friends, P. 65; See Social Network Analysis Worksheet; Score range: 0-3)

9. Not ascertained

57-58 Average Quality of Relationship (from Part K. Family and Friends, P. 65; See Social Network Analysis Worksheet; Score range: 0-9.0)

↑do not code decimal

99. Not ascertained

59 Normative Context of Relationships (from Part K. Family and Friends, P. 65; See Social Network Analysis Worksheet; Score range: 0-3)

9. Not ascertained

60 Network Density (from Part K. Family and Friends, P. 65; See Social Network Analysis Worksheet; Score range: 0-3)

9. Not ascertained

61-63 Quality of Social Network (from Part K. Family and Friends, P. 65; See Social Network Analysis Worksheet; Score range: 0-18.0)

↑do not code decimal

999. Not ascertained

64-65 Mother/Primary Caregiver's Verbal Problem-Solving Skills - Discipline: Total Range Score (from Part P. Our Family Follow-Up Questions; For 2-parent families, add Range scores for Discipline Problems #1 and #2; For 1-parent families, multiply Range score for Discipline Problem #1 by 2 to obtain Total Range Score; Score range: Open)

99. Not ascertained

Column Number

66 Mother/Primary Caregiver's Verbal Problem-Solving Skills - Discipline: Total Effectiveness Score (from Part P. Our Family Follow-Up Questions; For 2-parent families, add Effectiveness scores for Discipline Problems #1 and #2; For 1-parent families, multiply Effectiveness score for Discipline Problem #1 by 2 to obtain Total Effectiveness Score; Score range: 0-6)

9. Not ascertained

76-77 Card Number (31)

78-80 Project Number (123)

1981-82 FAMILY SURVEY INTERVIEW

Card 32

Key Family Variables - Process and Status/Situational Variables

Column Number	
1-3	Family Identification Number
4-5	Cohesion-Standard Score (from Part P. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 16-63) 99. Not ascertained
6-7	Expressiveness - Standard Score (from Part O. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 22-71) 99. Not ascertained
8-9	Conflict - Standard Score (from Part O. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 30-67) 99. Not ascertained
10-11	Independence - Standard Score (from Part O. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 15-66) 99. Not ascertained
12-13	Achievement Orientation - Standard Score (from Part O. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 26-69) 99. Not ascertained
14-15	Intellectual-Cultural Orientation - Standard Score (from Part O. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 21-64) 99. Not ascertained
16-17	Active-Recreational Orientation - Standard Score (from Part O. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 21-64) 99. Not ascertained

Column
Number

18-19 Moral-Religious Orientation - Standard Score (from Part P. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range 35-66)

99. Not ascertained

20-21 Organization - Standard Score (from Part P. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 27-66)

99. Not ascertained

22-23 Control - Standard Score (from Part P. Our Family [FES], Pp. 10-12 in Parent Answer Booklet; See FES Scoring Sheet; Score range: 27-69)

99. Not ascertained

24-25 Current, two-digit occupational code of parent contributing most to family income (see Parent Answer Booklet, P. 6, for source of income; See Occupational Status Worksheet for current occupation and code)

00. No parent currently employed
01. Professional, technical, and kindred workers
02. Managers and administrators, except farm
03. Sales workers
04. Clerical and kindred workers
05. Craftsmen and kindred workers
06. Operatives, except transport
07. Transport equipment operatives
08. Laborers, except farm
09. Farmers and farm managers
10. Farm laborers and farm foremen
11. Service workers, except private household
12. Private household workers

99. Not ascertained

26-29 Current Occupational Status -- Socioeconomic Index of Occupation - MSEI2 (Duncan Index, Revised) of parent contributing most to family income (See Parent Answer Booklet, P. 6, for source of income; See Occupational Status Worksheet for current MSEI2)

Example: 5347

(Column) $\frac{5}{26}\ \frac{3}{27}\ \frac{4}{28}\ \frac{7}{29}$

0000. No parent currently employed

9999. Not ascertained

Column
Number

30-31 Present yearly family income before taxes (from Parent Answer Booklet, P. 6)

01. Less than $2,000
02. $2,000 to $3,999
03. $4,000 to $5,999
04. $6,000 to $7,999
05. $8,000 to $9,999
06. $10,000 to $11,999
07. $12,000 to $14,999
08. $15,000 to $19,999
09. $20,000 to $24,999
10. $25,000 and over

99. Not ascertained

32 Parent's perception of current financial situation (from Part Q. Background Information, Q15, Parent Answer Booklet, P. 6)

1. 1 (very dissatisfied)
2. 2
3. 3
4. 4
5. 5 (very satisfied)

9. Not ascertained

33-35 Housing Density (Add the total number of adults and total number of children living in the home; Divide the total number of people living in the home by the total number of rooms; Code the number)

Example: Number of people = 6
Number of rooms = 4
6 ÷ 4 = 1.50

(Column) $\frac{1}{33} \underset{\uparrow}{.} \frac{5}{34}\ \frac{0}{35}$
do not code decimal

999. Not ascertained

36 Parent's perception of housing density (from Part I, Q8)

1. Crowded and it is difficult to find a place to be alone
2. Crowded but one can usually find a place to be alone
3. Enough space for everybody

9. Not ascertained

37-38 Family Health Status Index (from Health Status Worksheet; Score range: 0-66)

99. Not ascertained

Column
Number

39-40 Mother's Educational Attainment (from Part F, Q3 and Q6)

01. 1
02. 2
03. 3
04. 4
...etcetera...
12. 12th grade, GED-high school equivalency diploma
13. Some college, vocational/technical training (including certification)
14. Four year college/university graduate
15. Some postgraduate study - no indication of graduation
16. Advanced degree (M.A., M.S., Ph.D., M.D.)

99. Not ascertained

41 Presence of Father Figure (from Part A, Q2 and Q3)

1. Yes
2. No (Code "8" in Columns 42-43)

9. Not ascertained

42-43 Father/Father Figure's Educational Attainment (from Part G, Q3 and Q6)

01. 1
02. 2
03. 3
04. 4
...etcetera...
12. 12th grade, GED-high school equivalency diploma
13. Some college, vocational/technical training (including certification)
14. Four year college graduate
15. Some postgraduate study-no indication of graduation
16. Advanced degree (M.A., M.S., Ph.D., M.D.)

88. Not appropriate, no Father/Father Figure
99. Not ascertained

Column
Number

44 Mother/Primary Caregiver's current marital stability (from Part F, Q10a-d)

1. Separated or unmarried at time of interview (or within 2 weeks before or after interview)
2. Married to other than first husband less than 10 years
3. Married up to 10 years, current husband
4. Married 11-16 years, current husband
5. Married more than 16 years, current husband

9. Not ascertained

45 Current residential stability (from Part I, Q1. Could you tell me how many times you moved in the last 3 years?)

0. 0
1. 1
2. 2
3. 3
4. 4
5. 5
6. More than 5 times

9. Not ascertained

46-47 Availability of educational resources in the home (from Part I, Q9, and PIO, Item S; Code number of resource items/categories stated as available and/or observed; Score range: 0-16)

99. Not ascertained

76-77 Card Number (32)

78-80 Project Number (123)